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Avondale College of Higher Education

School of Education

A qualitative investigation into three upper primary teachers' responses towards the puberty-focused content in the Australian Curriculum: HPE (F-10), in one faith-based school in Queensland.

An Honours Thesis

Presented in partial fulfillment of the requirements of the degree of

Bachelor of Education (Primary) (Honours)

By

Mrs. Tia-Nicole Hobson

2014

Statement of Original Authorship

The work contained in this thesis has not been submitted previously for a degree or diploma at any other higher education institution. To the best of my knowledge and belief, this thesis contains no material previously published or written by another person except where due reference is made.

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Abstract

This qualitative inquiry aimed to investigate how three upper primary teachers are responding to the proposed implementation of the puberty-focused content from the Australian Curriculum: Health and Physical Education (F-10), in one faith-based school in Queensland. This research used semi-structured interviews with three participants and a reflective journal kept by the researcher. The semi-structured interviews were conducted with three upper primary teachers from one faith-based school in Queensland, and these formed the base of the data collection processes. The teachers' underlying responses towards the puberty education from the Australian Curriculum: Health and Physical Education (F-10) appeared to reflect reluctance towards using a curriculum document, resistance to change and reliance on tacit knowledge. In turn the factors behind the responses indicated three teachers who will self-censor parts of the puberty-focused content from the Australian Curriculum: Health and Physical Education (F-10) to suit their own philosophical and pedagogical assumptions.

Keywords: puberty education / sexual education / education / Australian Curriculum: Health and Physical Education (F-10) / resistance to change / reliance on tacit knowledge / reluctance towards using a curriculum

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Preface

‘Why choose to research into puberty education?’

The purpose of this preface is to outline the coalescing personal and methodological entry points in my research into puberty education. Since I will be sharing parts of my own personal journey, I have written them in narrative form here and throughout this thesis (Creswell, 2012; Lichtman, 2013; Graziano & Raulin, 2013). I will hence begin by 'positioning' myself, through a depiction of how my background informs my research (Creswell, 2013; Lichtman, 2013).

My initial interest in my research topic, like many researchers, began prior to conducting any research (Scott & Garner, 2013; Lichtman, 2013). The first experience that led me to journey into research was during Year 5, when I attended an Adventist school in New South Wales (NSW) Australia. While in Year 5 a program called 'Interrelate' began. The 'Interrelate' program, which still runs in NSW (Interrelate, 2014), facilitated several classroom sessions including a two-part session called 'Preparing for puberty'. The following year when I transferred to an Adventist school in Queensland (QLD) Australia I soon realised, from discussing with my peers, that this QLD Adventist school had not provided my peers with any education regarding puberty. It was therefore during Year 6 when I first began thinking why one Australian primary school taught matters of puberty, while another did not.

With ‘individual interest’ in topics that are personally significant often developing over time (Krapp & Fink, 1992, as cited by Hidi & Renninger, 2006, p. 113), I found my interest in puberty education growing eight years later. I was studying to be a primary teacher and was on a Year 7 practicum in a QLD primary state school. After discussing with my mentor teacher I discovered this particular QLD primary state school did not teach any puberty-focused Health classes. Learning this left me questioning the apparent lack of education regarding puberty in both this QLD state school, and the QLD Adventist school

I previously attended.

One year later, when I was given the opportunity to undertake research, I had a 'tickle of a research question' (Scott & Garner, 2013, p. 34), as I wanted to explore the perceptions of Year 5 students in my old NSW Adventist school in regards to their views on receiving puberty-related education. With my initial question framed, I realised my strong interest to explore the complex perceptions of future participants. Additionally, as I believed (and still believe) reality and knowledge are subjective, as seen through each individual's subjective worldview, I discovered the need to embark upon qualitative research (Creswell, 2013; Lichtman, 2013).

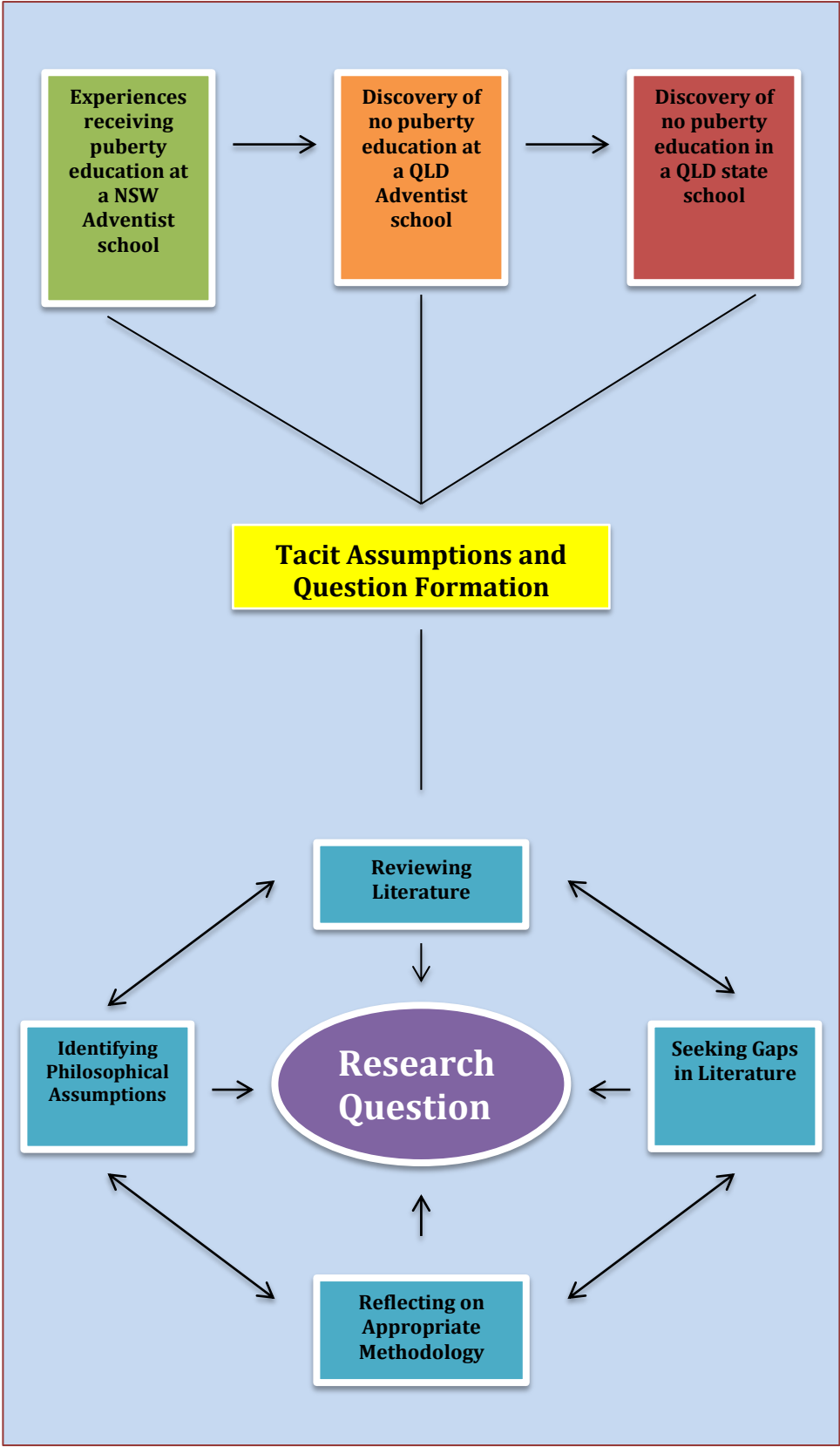
However, as qualitative research designs are emergent in nature (Creswell, 2013; Lincoln & Guba, 1985), my research question began changing when I delved into my initial reading of the literature (Creswell, 2013; Fraenkel, Wallen & Hyun, 2012). I discovered a paper stating Queensland's "current HRE program has not fulfilled its obligations regarding the sexuality education and the reproductive health education of children and young people in Queensland State schools" (Goldman, 2010a, p. 50). Meanwhile, being a pre-service teacher, I was learning during a professional development course that the Australian Curriculum: Health and Physical Education (HPE) (F-10) was available for use and awaiting final endorsement (Australian Curriculum Assessment and Reporting Authority (ACARA), 2014a).

Having strong interest in puberty education, I then explored the Australian Curriculum: HPE (F-10) and found a content descriptor regarding puberty to be investigated and assessed in Years 5 to 6 (ACARA, 2014b). After subsequently discovering that no research has yet to be conducted in regards to the implementation of puberty-focused topics found in the Australian Curriculum: HPE (F-10), I then selected Year 5 and 6 teachers from a faith-based primary school in QLD, with the new aim of deeply exploring their perceptions on

teaching matters of puberty. However, as you will discover in Chapter One, my research question developed and changed again, as per the emergent nature of the qualitative research design (Creswell, 2013; Lincoln & Guba, 1985).

Seen in *Diagram 0.1* on the next page, the personal experiences mentioned in this preface form my personal and methodological entry points, underlying my journey in this qualitative research inquiry. Also depicted in *Diagram 0.1*, my research question (introduced in Chapter 1) was formed through an iterative, circular process of reviewing the literature, seeking gaps in the literature, reflecting on appropriate methodology and identifying an appropriately worded question based on my philosophical assumptions of reality and knowledge.

Diagram 0.1 Summary of the Personal and Methodological Entry Points into my Research



Chapter One

- A Background and Overview of my Inquiry -

Introduction

The purpose of this chapter is to provide a comprehensive overview of my research inquiry and outline the structure of this thesis. This is revealed in narrative form to reflect the nature of my research, which is grounded in personal narratives and individuals' perceptions (Lichtman, 2013; Graziano, 2013; Creswell, 2012).

As briefly shared in the Preface, through the process of emergent design (Creswell, 2013; Lincoln & Guba, 1985), the focus of my initial study evolved and hence my focal research question emerged, as seen below.

My Research Question

The core research question underpinning this research investigation is:

How are three upper primary teachers in one faith-based school in Queensland responding to the proposed implementation of the puberty-focused content from the Australian Curriculum: HPE (F-10)?

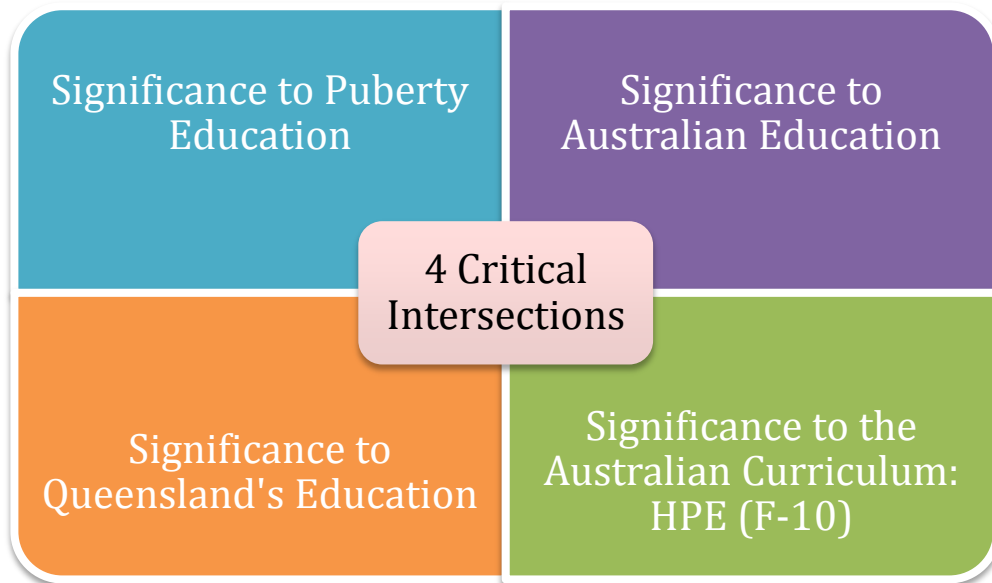
The sub-questions that further framed and guided this study are:

1. How do the three teachers plan to implement the puberty-focused content from the Australian: Curriculum: HPE (F-10)
2. Were they supported through professional development?
3. Did their past experiences play a part in their planning and preparation?

Critical Intersections

As illustrated in *Diagram 1.1* below, there are four intersecting loci in this qualitative inquiry.

Diagram 1.1: Four Intersecting Loci of my Qualitative Inquiry



Locus 1: Significance to Puberty Education and Research

As indicated by my research question, this inquiry is deeply connected to the locus of puberty education - education preparing children for their journey through puberty. While the landmark feature of female adolescence, menarche or initial menstruation, occurs in well-nourished females in developed countries at around age twelve or thirteen (Diaz, Laufer, & Breech, 2006), sixteen per cent can menstruate at age eight (Year 3) (Brossman, 2008, as cited in Goldman, 2011a). Furthermore girls start to experience social, emotional and or physical changes related to puberty as young as age eight (or Year 3) (Pinyerd & Zipf, 2005). Apt education for girls reaching and experiencing puberty is hence vital (Goldman, 2008; 2010a; 2010b; 2011a; 2011b; 2012; Dhingra, Kumar & Kour, 2009).

Similarly, the occurrence of spermarche, or the first viable sperm produced from ejaculation, is one such landmark of male adolescence, and is usually reached by age thirteen or fourteen (Patton & Viner, 2007). However boys start to experience social, emotional and or physical changes related to puberty well before thirteen (Santrock, 2010), many by age eight (Year 3) (Pinyerd & Zipf, 2005). Thus puberty education for primary aged girls and boys is an important intersection of this research inquiry and for the field of puberty education as a whole.

Moreover, researching into puberty education is important for research in general, as national and international literature highlight that puberty education for primary aged students is often provided in vague, disconnected themes within HPE programs (Hilton, 2003; Sinkinson, 2009; Formby et al. 2010; Goldman, 2010a; 2010b; Ollis, 2010; Duffy, Fotinatos, Smith & Burke, 2013).

Locus 2: Significance to Australian Education

My research inquiry is directly significant to Australian education as many primary teachers across Australia appear to be avoiding educating students about their developing bodies (HPECT, 2007; Brossman 2008, as cited in Goldman, 2011a; Macbeth & Weerakoon, 2009; Goldman, 2011a; 2012). One reason for this is puberty-related topics are seen as highly sensitive and difficult topics to teach (Goldman, 2012).

Another link to avoidance is the vague, disconnected inclusion of puberty education in the many forms of HPE found in Australia (Goldman, 2011b). This is because in Australia every state educational authority manages its own school curriculum documents, thus resulting in the content within each learning area varying across each school (Australian Government: Department of Immigration and Citizenship, 2014, p. 1). There is however a national set of curricula available to all states and territories in Australia, from Foundation to

Year 10 and Years 11-12, for History, Geography, Mathematics, Science and English (ACARA, 2014c). Importantly, additional Australian Curriculum documents which are available for use, but are not yet endorsed, include the Australian Curriculum: Health and Physical Education (HPE) (F-10) (ACARA, 2014b) (This intersecting locus will be explained further in Locus 4). However, international and national literature indicate that having prescribed curriculum documents do not automatically safeguard that they will be fully implemented, without the willing participation of those implementing it (Hickey & Dinan-Thompson, 2003; Craig & Ross, 2008; Craig, 2009; Sinkinson, 2009; Goldman, 2010b; 2012;). Furthermore, if Australian teachers or other stakeholders of curriculum documents do not wish to participate in implementing the topics regarding puberty they may avoid teaching it (Hickey & Dinan-Thompson, 2003; Craig & Ross, 2008; Craig, 2009; Sinkinson, 2009; Goldman, 2010a; 2012;). However if teachers or other stakeholders of curriculum implementation self-censor compulsory topics this can amount to education neglect or evasion (Goldman, 2008; United Nations Committee on the Rights of a Child, 2003, as cited in United Nations Educational, Scientific and Cultural Organization (UNESCO), 2009).

Therefore my research has strong significance in the locus of Australian education, as there is a current trend in literature suggesting the prevalence of avoidance in teaching puberty-related topics (HPECT, 2007; Brossman 2008, as cited in Goldman, 2011a; Macbeth & Weerakoon, 2009; Goldman, 2010; 2011b; 2012)

Locus 3: Significance to Queensland's Education

As shared in the Preface, the current QLD HPE program does not fulfill its obligations to include compulsory education regarding sexuality education and education regarding reproductive health (Goldman, 2010a). It is this reason that my research has strong purpose and relevancy in QLD, for as you will see in

Locus 4, the teachers involved in this research will be teaching puberty-related topics for the first time when they implement the new Australian Curriculum: HPE (F-10) (herein referred to throughout this thesis as the ACHPE).

Locus 4: Significance to the Australian Curriculum: Health and Physical Education (F-10)

The final interconnected locus of this inquiry involves the implementation of the ACHPE. The ACHPE is the official Australian Curriculum, which describes what all young Australian students in Foundation (previously called Prep, Reception or Kindergarten) to Year 10 should learn in the Learning Area of HPE (ACARA, 2014b). The ACHPE is founded in the principle that all students from Foundation to Year 10 in Australia have the right to study HPE every year (ACARA, 2014b). A key focus of the ACHPE is teaching content using the critical inquiry approach “that assist[s] students in researching, analysing, applying and appraising knowledge in health and movement fields” (ACARA, 2014b, p. 1). Furthermore the ACHPE aims to equip students with knowledge, understanding and skills to continually managing their health, wellbeing and safety in changing and varied contexts (ACARA, 2014b).

All Australian education ministers agreed in November 2013 (ACARA, 2013c) that the ACHPE can be available for use and was hence available online upon its initial release in February 2014 (ACARA, 2014b). However it is still awaiting final endorsement and choices about the implementation of this curriculum are to be made by each educational authority in the various states and territories in Australia (ACARA, 2014b).

The ACHPE contains content organised into two strands 'Personal, social and community health' and 'Movement and physical activity' (ACARA, 2014d). For each of the two strands are three sub-strands, and six focus areas to be content to be taught (ACARA, 2014d). There are specific content for the

following band groups: Foundation, 1-2, 3-4, 5-6, 7-8 and 9-10 (ACARA, 2014d). This research inquiry focused on puberty-based content prescribed in the Years 5 and 6 band group.

The content found in the sub-strands are organised into 'content descriptors' that describe the compulsory skills, understanding and content that teachers are being expected to teach (ACARA, 2014d). For each 'content descriptor' are 'content elaborations' which provide specific illustrations which assist teachers in forming an understanding of each content descriptor (ACARA, 2014d). Notably, the content elaborations are not, however, compulsory content that must be taught to every child (ACARA, 2014d).






Image 1.1 on the next page provides a visual representation of a 'content descriptor' and its 'elaborations' as found in the ACHPE (ACARA, 2014b).

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Image 1.1 –Year 5 and 6 Content Descriptor and its Elaborations (ACARA, 2014b)

✕

Health and Physical Education / Year 5 and 6 / Personal, social and community health / Being healthy, safe and active

Content description	Elaborations
Investigate resources and strategies to manage changes and transitions associated with puberty	<ul style="list-style-type: none"> • understanding that individuals experience changes associated with puberty at different times, with differing levels of intensity and with different responses (RS, MH) • researching and identifying age-appropriate text and web-based resources to enhance understanding of changes associated with puberty (RS) • examining the range of products available to manage the physical changes associated with puberty (RS)
Code ACPPS052	General capabilities <ul style="list-style-type: none">  Literacy  Information and communication technology capability  Critical and creative thinking  Personal and social capability
Resources	
<p><u>Discover resources in Scootle</u></p> 	

Importantly, *Image 1.1* displays the single puberty-related content descriptor to be covered in the Years 5-6 band group (ACARA, 2014b). This research will be directly exploring the implementation of the ‘content descriptor’ shown in *Image 1.1*. As explained in Loci 1-3, there is an identified need to improve educational practice in implementing puberty-related topics in Australian education (HPECT, 2007; Brossman 2008, as cited in Goldman, 2011; Macbeth & Weerakoon, 2009; Goldman, 2010a; 2010b; 2011b; 2012), which is why there is heavy importance placed on the ACHPE as a vital, interwoven locus of this research.

Research Design

In order to reveal the full extent of these loci, I selected a research design to purposefully guide my research space. As explained in the Preface, I seek detailed, complex perceptions of my participants to answer the research question (Check & Schutt, 2012). Moreover, with a philosophical assumption that reality and knowledge is subjective (as seen through each individual’s subjective worldview), my research design has a strong ‘goodness of fit’ with the qualitative paradigm (Krefting, 1991, p. 216; Fraenkel, Wallen & Hyun, 2012; Lichtman, 2013). My chosen qualitative research design allows me to enter the participant’s natural setting and enables the development of rapport, the asking of broad questions, the development of holistic and in-depth understandings, and analysis of data through the inductive creation of themes of understanding (Lincoln & Guba, 1985; Lichtman, 2013; Creswell, 2013).

Furthermore my research design is iterative and emergent (Lincoln & Guba, 1985; Creswell, 2013), for just as my initial question has evolved (as seen in the Preface), the rest of my research design remained subject to adaptation during the iterative processes of data collection and analysis (Lichtman, 2013; Creswell, 2013).

Data Collection

My use of a qualitative inquiry used a 'bricolage' of methods; multiple methods of data collection to study and compare data from different viewpoints (Denzin & Lincoln, 2005; 2011). This involved multiple levels of analysis to ensure 'triangulation' (Lincoln & Guba, 1985; Lichtman, 2013) by using two semi-structured interviews with each of the three participants, and my own reflective journal (Creswell, 2012; Scott & Gardner, 2013).

Semi-structured interviews formed my primary data collection tool (Lincoln & Guba, 1985; Lichtman, 2013) to richly capture, describe and interpret the essence of my participants' perceptions and experiences (Lichtman, 2013; Scott & Gardner, 2013). This involved creating and using an interview guide (Creswell 2012; Check & Schutt, 2012; Lichtman, 2013). However, in keeping with the emergent design of this inquiry (Lincoln & Guba, 1985; Creswell, 2013) I was able to adapt the wording and sequencing of the interview guide during each interview, when I knew it to be necessary (Fraenkel, Wallen & Hyun, 2012; Creswell, 2013; Lichtman, 2013).

As indicated, the second and final form of data collection was my use of a reflective journal (Yun, 2011), which captured my perceptions and decisions during all phases of the research inquiry. The reflective journal described the ways my interpretations changed my understanding of the data collected from the participants (Corbin & Strauss, 2008). The reflective journal also documented my transparency during the entire research inquiry as I continuously shared my "thoughts, actions and feelings" (Yun, 2011, p.19).

Data Analysis

My qualitative research inquiry followed a grounded theory approach to data analysis (Lichtman, 2013; Creswell, 2013). I inductively analysed the data both during and after the data collection phase (Fraenkel, Wallen & Hyun, 2012), using an iterative process of coding, categorising, interpreting and validating (Strauss, 1987; Corbin & Strauss, 2008; Creswell, 2013).

This followed the constant comparative method of data analysis (Strauss & Corbin, 1990; Corbin & Strauss, 2008; Saldana, 2013; Charmaz, 2014).

Location

The location of this research inquiry was in QLD Australia as described in the Preface, the Research Question and Locus 3. Therefore a QLD faith-based school was purposefully selected based on its suitable characteristics (Fraenkel, Wallen & Hyun, 2012). The city in which the school was located had a population of 20,500 people. Total enrolments for 2012 were 843, with students representing a diverse range of ethnic, religious and socio-economic backgrounds. The chosen school was based in a semi-rural bush environment and included general and specialised classrooms, an administration centre, a modern computer resource centre, a performing arts centre, several sporting ovals, an enclosed sports centre, a pool and playground areas.

Participants

As a qualitative investigation my research required purposeful sampling of participants (Creswell, 2012; Lichtman, 2013). To ensure anonymity, pseudonyms were provided in place of the participants' names (Check & Schutt, 2012). Two participants, Mrs. Shine (Year 6) and Miss Fry (Year 5) were selected using 'homogenous sampling' (Creswell, 2012; Lichtman, 2013) as they exhibited suitable characteristics of being upper primary teachers in the selected school. The additional participant, Mrs. Jackson (Year 6) was selected using 'snowball sampling' (Creswell, 2012; Lichtman, 2013) after gaining knowledge of her by asking Mrs. Shine for advice on further suitable participants. All participants voluntarily consented after being given full disclosure of the research.

Assumptions and Limitations

Since I was researching from the qualitative paradigm I placed great importance on being a reflexive, or transparent researcher (Creswell, 2013).

I acknowledge that my bias and personal experiences (shared in the Preface) could impact on the way I analyze the data (Lichtman, 2013). In order to mitigate this, and to ensure trustworthiness of my research (Lincoln & Guba, 1985; Creswell, 2013), I have engaged in:

- Triangulating my research by using multiple sources of data to shed insight into the question (Lincoln & Guba, 1985; Creswell, 2013), by using multiple participants
- Facilitating member checking (Lincoln & Guba, 1985) to invite my participants to check their transcripts
- Clarifying my personal experiences which contribute to my bias (as shared in the Preface) (Scott & Garner, 2013)
- Maintaining a reflective journal to provide an audit trail (Gay, Mills, & Airasian, 2009; Ary et al., 2010)

Thesis Structure

My thesis structure separates from a traditional five-chapter model (Perry, 1998; Cottrell & McKenzie, 2011), with particular adaptations made to the presentation of the literature review. Due to the emerging design of this research investigation (Lincoln & Guba, 1985; Lichtman, 2013; Creswell, 2013), the literature was iteratively reviewed first before data analysis (Check & Schutt, 2012; Lichtman, 2013) then again during analysis (Stern, 2007; Lichtman, 2013). Hence, the two literature reviews are separated in this thesis (as shown below), to further illustrate the emergent nature of this qualitative inquiry. I also provide a chapter at the end of this thesis with the purpose of exploring implications for key stakeholders implementing the puberty-focused content from the ACHPE.

My thesis chapters are set out as follows:

Chapter One overviews my research inquiry and outlines this thesis.

Chapter Two navigates an in-depth initial exploration of the literature reviewed before data analysis.

Chapter Three details my research paradigm and each individual method I used to collect the data, explaining how they work together with the aim of comprehensively answering the research question.

Chapter Four reports the findings gathered from each of the three participants during all interviews.

Chapter Five navigates a responsive review of the literature explored during and after the data analysis phases.

Chapter Six synthesizes the participants' responses to the puberty-focused content from the ACHPE in relation to the literature explored in Chapters Two and Five, to answer the focal research question.

Chapter Seven outlines implications of this research to key stakeholders of the Australian Curriculum: HPE (F-10) including pre-service teachers, tertiary education providers, teachers, administrators, professional development coordinators and the Australian Curriculum, Assessment and Reporting Authority.

Chapter Two

- *The First Literature Review* -

Introduction

The purpose of this chapter is to present the literature explored, reviewed and synthesized in relation to my research question, which is:

How are three upper primary teachers in one faith-based school in Queensland responding to the proposed implementation of the puberty-focused content from the Australian Curriculum: HPE (F-10)?

Due to the emergent and iterative nature of this investigation (Creswell, 2013; Lincoln & Guba, 1985) I have veered away from the traditional literature review model (Cottrell & McKenzie, 2011). This iterative process has involved two main phases whereby I reviewed the literature before data analysis (Check & Schutt, 2012; Lichtman, 2013) and then again during my data analysis phase (Stern, 2007; Lichtman, 2013). To explain the nature of my shift from the traditional literature review model (Cottrell & McKenzie, 2011), I have shared an excerpt from my reflective journal below in *Table 2.1*.

Table 2.1: Reflective Journal Entry 29/03/14 16:30

Reflective Journal Entry 29/03/14 16:30
Over the past few weeks I have been reading about different ways to set out a literature review.
Lichtman (2013) and Check and Schutt (2012) state qualitative researchers can do a literature review before beginning a study, and update it during the study. Lichtman (2013) and Stern (2007) further write about interweaving literature reviews into different parts of a thesis, straying from the traditional approach of a separate chapter for the whole literature review.

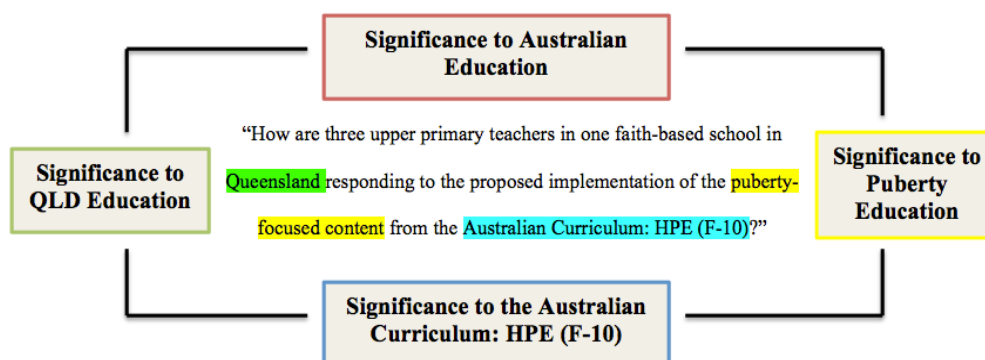
The initial literature review will therefore be put in Chapter 2 (written before data analysis), with an additional review during the data analysis processes placed in Chapter 5, after the findings of this research are given. This way I will be able to openly share the iterative, emergent process of reviewing the literature (Lichtman, 2013).

Therefore this chapter will synthesize the literature reviewed prior to the data analysis phases. Then in Chapter Five I will present the literature explored during the data analysis phase.

Direction of the Literature Review

As explained in Chapter One, there are four critical intersections central to my research question. These four loci are: Significance to Puberty Education, Significance to Australian Education, Significance to Queensland Education and Significance to the Australian Curriculum: Health and Physical Education (F-10) (herein referred to as the ACHPE). These four loci were identified to be of significance to my study upon examination of the nature of my research question. *Diagram 2.1* below highlights this identification of the four critical intersections within my research question.

Diagram 2.1 Identification of the four critical intersections central to my research question



As I now begin this initial literature review, you will notice a change in voice. I will veer from the narrative first-person style (Lichtman, 2013), as I am not sharing my story and at this point had not done any explicit research, which means I cannot make explicit connections to the literature until data collection and analysis. Therefore I will write this chapter in third-person, to focus on the voice of the literature (Oliver, 2014) and attempt to eliminate my personal bias shared in the Preface. However, several reflective journal entries have been included within this literature review, to share the choices I have made in regards to its directions. At the end of this review you will notice a shift back to the narrative first-person style, where I openly reflect on literature reviewed and how it forms my theoretical framework (Fraenkel, Wallen & Hyun, 2012; Lichtman, 2013).

Locus 1: Puberty Education

Puberty Education - Introduced and Defined

From neonate to late adolescence, humans embark upon a continual journey of development. One landmark feature of adolescence is puberty: a rapid developmental process that transitions a child's body into adulthood (Santrock, 2010). As stated in Chapter One, many girls and boys will begin to experience the social, emotional and physical changes of puberty at age eight, or Year 3 (Pinyerd & Zipf, 2005). Therefore appropriate puberty education for children reaching and experiencing puberty is vital (Goldman, 2008; 2010a; 2010b; 2011a; 2011b; 2012; United National Educational, Scientific and Cultural Organisation [UNESCO], 2009; Kumar and Srivastava, 2011).

Puberty/sexuality education is defined in educational contexts as an equitable and relevant approach to educating students about puberty, sexuality and relationships by providing realistic, timely and scientifically accurate information (Bearinger et al., 2007; Dixon-Mueller, 2008; Mueller, Gavin & Kulkarni, 2008; UNESCO, 2009; Goldman, 2011b). However, since this thesis will explore teachers' responses towards puberty education, not the broader term of sexuality education, a definition of puberty

education must be made. Consequently puberty education is herein defined as the equitable and relevant approach to educating students about puberty with realistic, timely and scientifically correct information (Bearinger et al., 2007; Mueller, Gavin & Kulkarni, 2008; Dixon-Mueller, 2008; UNESCO, 2009; Goldman, 2011a; 2011b).

Puberty Education – A Global Call

According to Goldman (2008; 2010; 2011; 2012) a seminal Australian researcher in the area of puberty/sexuality education, only a small number of children receive sufficient puberty education. Furthermore Sidibe (2009) states children unprepared for puberty are more vulnerable to abuse, coercion, unintended pregnancy, exploitation and sexually transmitted infections. Nevertheless UNESCO (2009) clearly advocates that children have the right to age-appropriate information to prepare them for puberty. Similarly, Ashcraft (2008), Center for Reproductive Rights (2008) and Doek (2009) also affirm young people have a right to knowledge and competencies that promote safety, self-efficacy, responsible choices and healthy lives. Yet UNESCO explains many children approach adolescence and adulthood with ‘inadequate’, ‘confusing’ and ‘partial’ information regarding gender and sexuality (2009, p. 2). Moreover, a child’s schema of pubertal changes is often ‘exacerbated by embarrassment, silence and disapproval’ from parents and or teachers unwilling to discuss with their children the changes they have or will soon likely experience (UNESCO, 2009, p. 2). Consequently UNESCO (2009) has made an international call for providing appropriate puberty education to ensure children are not disadvantaged from being unprepared.

Since UNESCO (2009, p. 2) has called for ‘age appropriate’, ‘scientifically accurate’ and ‘culturally relevant’ education that prepares a child for puberty and adulthood, Goldman (2010b; 2011b; 2012) and UNESCO (2009) have suggested schools are the vital place to provide puberty education. Goldman’s (2008) research further indicates children of school entry age (five years old) are well capable of understanding basic concepts

such as emotions, relationships, gender differences, body parts, birth, pregnancy and contraception.

Puberty Education - The National and International Trend of Avoidance

Understanding the ideals of quality teaching is paramount in implementing quality puberty education (Goldman & Coleman, 2013). Yet puberty is frequently considered a highly sensitive topic to teach within HPE school programs (Formby et al., 2010). Furthermore effective puberty education is not always delivered (Goldman, 2008; Kohler, Manhart & Lafferty, 2008; Carman et al, 2011;), with national and international literature indicating numerous primary teachers avoid opportunities to initiate and continue quality education regarding puberty (Goldman, 2008; Kohler, Manhart & Lafferty, 2008). Moreover, both national and international literature also highlight that sexuality topics including puberty are often taught in vague, disconnected themes within HPE programs (Hilton, 2003; Sinkinson, 2009; Formby et al. 2010; Goldman, 2010a; 2010b; Ollis, 2010; Duffy, Fotinatos, Smith & Burke, 2013).

There is a plethora of reasons given as to why primary teachers avoid, or fail to provide, quality puberty education. Literature from both here in Australia and overseas indicates common reasons teachers avoid or neglect providing puberty education, as presented in *Table 2.2* below.

Table 2.2: Common reasons teachers avoid or neglect providing puberty education

Inhibitors of effective puberty education	Who says?
Fear of parental objection	(Goldman, 2008)
Lack of confidence	(UNESCO, 2009; Goldman, 2012)
Lack of school support	(Goldman, 2010a)
Lack of a perceived need	(UNESCO, 2009)

Lack of knowledge about a theoretical basis and effective pedagogies	(Goldman, 2010b)
Lack of appropriate pre-service education	(Bandiera et al., 2008; Carman et al., 2011)
Timetabling priorities	(Goldman, 2011a)
Lack of firm teaching guidelines	(Carman et al. 2011)
Distribution of role to external provider once or twice annually	(Goldman, 2011a)
Using a ‘didactic’ chalk-and-talk style	(Goldman, 2011a)
Basing decisions based on emotion rather than reasoned analysis or research	(Goldman, 2008)

Puberty Education – Avoidance Amounting to Educational Neglect or Evasion

Despite factors which lead to avoidance in providing children with quality puberty education, children are experiencing the onset of puberty sooner than ever before (Dorn & Biro, 2011), with many girls and boys experiences changes associated with puberty by age eight or Year 3 (Pinyerd & Zipf, 2005; Brossmann, 2008, as cited in Goldman, 2011a). Importantly, if teachers or other stakeholders of curriculum implementation avoid or self-censor compulsory topics from HPE program this can amount to ‘educational neglect’ or evasion (United Nations Committee on the Rights of a Child, 2003, as cited in UNESCO, 2009; Goldman, 2008; 2011a). There is also a trend in the literature suggesting many teachers and stakeholders of curriculum programs may be committing education neglect or evasion by avoiding or self-censoring topics such as puberty (Goldman, 2008; 2011b; United Nations Committee on the Rights of a Child, 2003, as cited in UNESCO, 2009).

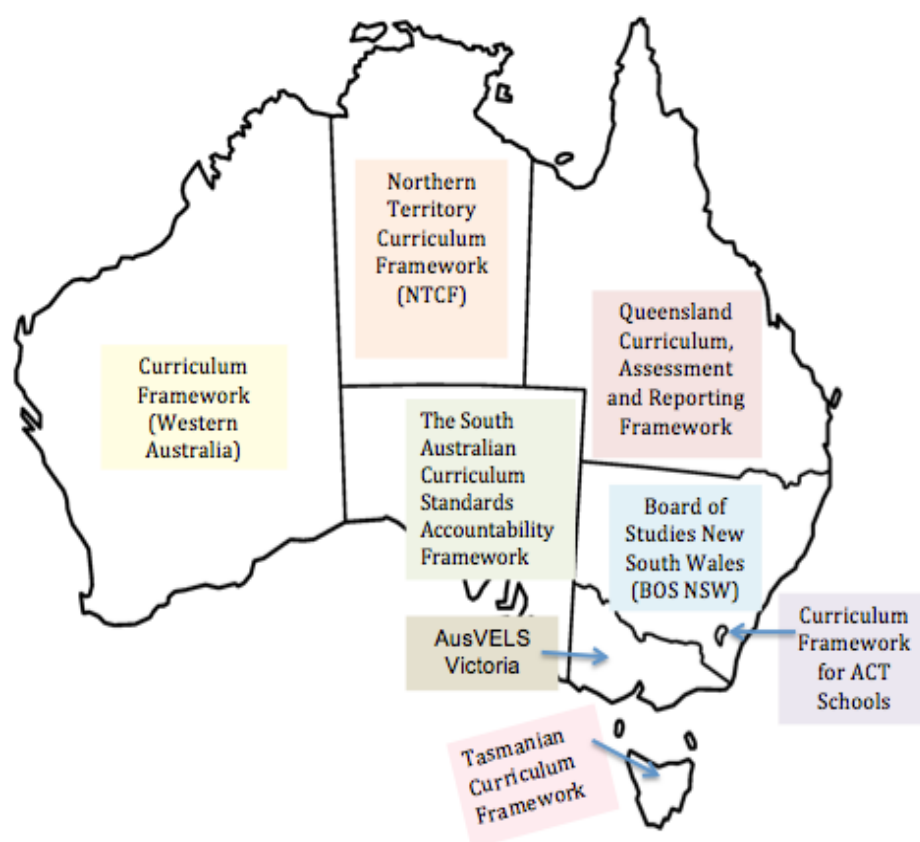
Realizing the issues regarding puberty education for children provides a clear reason to explore how upper primary teachers are responding to the puberty-focused content from the ACHPE. For example, if teachers self-sensor parts of the curriculum this can amount to ‘educational neglect’ towards puberty-focused content (United Nations Committee on the Rights of a Child, 2003, as cited in UNESCO, 2009; Goldman, 2008; 2011a).

Locus 2: The Importance of Puberty Education in Australian Schools

Differing HPE Frameworks in Australian Schools

In Australia there are significant fluctuations in the way puberty education is implemented (Farrelly, O-Brien & Prain, 2007). This is because, as previously mentioned in Chapter 1, every educational authority in each Australian State or Territory manages the content in each of the Key Learning Areas (KLAs) (Australian Government: Department of Immigration and Citizenship, 2014). The content within each of the various HPE programs can therefore differ among all schools sectors in each state and territory (Goldman, 2012). Goldman (2012) further explains Australia’s eight educational authorities have differing curriculum frameworks that place broad focuses on puberty education. These frameworks are illustrated in *Diagram 2.2* on the next page. Farrelly, O-Brien & Prain (2007) also affirm significant fluctuations in content, implementation and prioritisation between Australia’s various HPE programs. Goldman’s (2010) research further suggests a lack of firm guidelines for appropriate pedagogies, theoretical grounding, relevant content and curriculum integration for sexuality education among the various Australian HPE programs.

Diagram 2.2: An Overview of the Various Curriculum Frameworks in Australia for Forms of HPE as of 2014



Comparison of Puberty-focused Content Outlined in the Various HPE Frameworks in Australia for Years 5 and 6

Goldman indicates while puberty related topics are generally included in the HPE Curriculum of each state or territory in Australia (2011a), they are often implemented in ‘deficient, ‘sporadic’ and ‘somewhat discretionary’ ways (Goldman, 2011a, p. 171). Brossmann’s research (2008, as cited in Goldman, 2011a) concurs with Goldman (2008; 2010a; 2010b) stating very little puberty education is given in Australian classrooms during the mandatory school years.

To understand what puberty-focused topics are included each Australia State and Territory, a comparison of the Australian curriculum frameworks for current forms of HPE are needed. In response, Appendix 1-8 reviews

and synthesises each Australian State and Territory Curriculum Framework to explore the nature of puberty-focused content outlined in Australia.

After carefully reviewing each curriculum framework in Australia for puberty-focused content, it was discovered that each state and territory differs in the amount, nature and depth of puberty-focused content outlined (See Appendix 1 to 8). As shown in Appendix 1 and 8, Western Australia (WA) and Tasmania (TAS) specify puberty-focused content to be explored in Years 5 and 6 (Curriculum Council, 1998; TCF, n.d.). However it is up to the WA and TAS teachers to make choices about the particular content chosen from the curriculum (Curriculum Council, 1998; TCF, n.d.). In other words, the WA and TAS Curriculum Frameworks allow the teachers to opt out of puberty-focused content if desired (Curriculum Council; TCF, n.d.). The fact that the WA and TAS Curriculum Frameworks allow puberty-focused topics to be avoided or taught sporadically (Curriculum Council; TCF, n.d.), show alignment with Goldman's findings (2011a, p. 171) that state puberty education can be provided in 'sporadic', 'deficient' and 'somewhat discretionary ways'.

In comparison, the Northern Territory (NT) (see Appendix 2), South Australia (SA) (See Appendix 3), Victoria (VIC) (See Appendix 4) and the Australian Capital Territory (ACT) (see Appendix 6) all have Curriculum Frameworks that clearly outline puberty-focused content that is expected to be taught in Years 5 and 6 (Northern Territory Government: Department of Education (NTGDE), 2012; South Australian Curriculum Standards Accountability Framework (SACSA), 1998; Australian Victorian Essential Learnings Standards (AusVELS), 2014; Curriculum Framework for ACT Schools (CFACT), n.d.). Within these frameworks there is no indication that teachers are allowed to opt out the puberty-focused content if desired (NTDGE, 2012; SACSA, 1998; AusVELS, 2014; CFACT, n.d.).

Meanwhile in New South Wales (NSW) (See Appendix 7), the Overview of Content for Years 5 and 6 states puberty and menstruation are expected to be taught by the end of Year 6, yet it is not mentioned directly in any

learning outcome for upper primary (BOS NSW, 2007, p. 29). So a strong inclusion of puberty-focused content is not evident in the actual outcomes for the NSW PDHPE Curriculum Framework (see Appendix 7).

Queensland differs from all other states and territories in Australia, as it contains no direct reference to any puberty-focused content to be taught or assessed in Years 5-7 (see Appendix 8). As shown in Appendix 1-8, QLD is the only state in Australia that does not mention puberty-focused content within its Curriculum Framework.

In examining Appendix 1-8 there is a clear need to explore how teachers are responding to the puberty-focused content from the ACHPE as prior to this document there have been significant fluctuations in puberty-focused content prescribed in various curriculum documents throughout Australia.

Locus 3: Significance to Queensland Education

After comparing all the Australian Curriculum Frameworks for their inclusion of puberty-focused content in upper primary (see Appendix 1-8), it is clear there are significant fluctuations in the inclusion of puberty-focused content between each state and territory. An excerpt from my reflective journal in *Table 2.3* below outlines why this thesis has direct significance to Queensland Education.

Table. 2.3 Reflective Journal Entry 14/04/14 12:46

Reflective Journal Entry 14/04/14 12:46
After reviewing the inclusion of puberty-focused content across Australia's Curriculum Frameworks the significance this research has for Queensland education was seen. From learning this I now know there is a serious absence of puberty-focused education in the QLD Curriculum Framework in comparison to all other states and territories in Australia. This means the data collected from this research inquiry will be from

teachers who have not previously taught puberty-related topics via a the QLD HPE curriculum, but will for the first time upon teaching from the Australian Curriculum: HPE (F-10).

Goldman's (2010a) research further indicates that in QLD, it is the principals' responsibility to instigate a program for puberty/sexuality education after he or she negotiates content, funding and timetabling with the School Community Consultative Committee. In addition, in comparison to all other states and territories within Australia, QLD's "current HRE program has not fulfilled its obligations regarding the sexuality education" and leaves the decision to the principal of each QLD school whether or not a puberty-sexuality program is initiated (Goldman, 2010a, p. 50).

A further reason this research has significance to Queensland education is because this state's schools are expected to implement the ACHPE (which contains puberty-focused content) from 2014 and by the end of 2016 (Queensland Curriculum and Assessment Authority, 2014), as seen in Image 2.1 below.

Image 2.1 Time frame of Australian Curriculum rollout in Queensland (Queensland Curriculum and Assessment Authority, 2014)

Time frame				
The QCAA and Queensland's schooling sectors have agreed on a staged approach to the implementation of the P-10 Australian Curriculum in Queensland, which is to be completed by 2016. See memo 074/12 .				
The schedule below indicates the expected year by which schools are to be implementing the Australian Curriculum learning areas (i.e. teaching, assessing and reporting).				
2012	2013	2014	2015	2016
English	History	Geography		
Mathematics		The Arts		
Science		Health and Physical Education		
		Civics and Citizenship		
		Technology		
		Economics and Business		
		Languages		

Locus 4: A Move Toward the Australian Curriculum: Health and Physical Education (F-10)

The Shift Towards an Australian Curriculum

Since each Australian State and Territory has managed their own curriculum documents there have been fluctuations among the content taught through each KLA (Gerrard et al., 2013). However in 2008, promptly after being elected, the Australian Labor government announced the Australian Curriculum (AC) policy arrival (Rudd & Gillard, 2008). Preceding the policy arrival of the AC in 2008 was a number of Australian governments that were moving towards national curricula for each learning area (Reid, 2005; Collins & Yates, 2009). Furthermore for over 40 years there have been persistent appeals in Australia for a national curriculum (Reid, 2005). Reid (2005) states the historical argument for a national curriculum in Australia is based on: the need for consistency across Australian education to benefit children transferring around the systems, the need to promote quality education by the sharing of resources, and the benefits of a national curricula potentially providing a sense of nation-wide cohesion in education.

In the past few decades, alongside the vigorously defended and long-standing custom of state/territory independence in education, there has been a bipartisan agreement towards a national approach to Australian education (Gerrard et al., 2013). This agreement has generated the national ‘Statements of Learning’ (2003) for Civics and Citizenships, Science, Mathematics and English used by all Australian States and Territories (Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), 2003). This agreement towards a national approach to education has also generated federal statements including: The Hobart Declaration of Schooling (MCEETYA, 2006a), The Adelaide Declaration of Schooling (MCEETYA, 2006b) and The Melbourne Declaration of Schooling (MCEETYA, 2008).

The Melbourne Declaration of Schooling (MCEETYA, 2008) is the latest federal statement on education, which states the future aspirations and directions of Australian schooling, as agreed by the Commonwealth, State and Territory Governments. The Melbourne Declaration of Schooling explains:

State, Territory and Commonwealth governments will work together with all school sectors to provide world-class curriculum in Australian. Together the national curriculum and curriculum specified at the State, Territory and local levels will enable every student to develop: A solid foundation in knowledge, understanding, skills and values on which further learning and adult life can be built (MCEETYA, 2008, p. 13).

So the educational and political history extends prior to the announcement of the AC policy arrival in 2008 (Gerrard et al., 2013). However the AC policy in 2008 has brought the strongest attempt to create and implement a national curriculum in Australia (Garrard et al., 2013) and is a critical political and educational change that Harris-Hart (2010) states is a momentous occasion in the long-held agenda in federalising education.

This means the AC documents are already shaping policy planning of KLAAs across the Australian States and Territories (Gerrard et al, 2013). In turn, current curriculum documents have been, and will continue to be, replaced by AC documents in response to the policy arrival in 2008 (Gerrard et al., 2013).

ACARA's Role in Shaping the Australian Curriculum

Since the announcement of the AC policy in 2008, the AC is being developed in several phases, through many reform documents (ACARA, 2013a). ACARA took over the interim National Curriculum Board in May 2009 as the current authority developing the Australian Curriculum standards to be applied to every school across Australia (ACARA, 2013b). Currently ACARA (2013b) is in the process of developing an Australian Curriculum, assessment, data collection and reporting program for every learning area. ACARA (2013c) collaborates with government, state and

territory education authorities, along with principals, teachers, groups, professional education associations and the general public to develop the national standards for education to apply in every school within Australia. The way in which ACARA is developing an Australian Curriculum for each Learning Area/Subject follows four interrelated phases: Shaping, Writing, Implementing and Monitoring/Evaluating (ACARA, 2013c).

Current Status of the Australian Curriculum: HPE (F-10)

Importantly the ACHPE is currently available for implementation (ACARA, 2014e), however all Australian Education Ministers have not yet endorsed it (ACARA, 2014a). This means that each state and territory in Australia still decides upon the implementation of the ACHPE (ACARA, 2014a). In addition, each state and territory in Australia plans to implement the ACHPE at differing rates (ACARA, 2014e). *Table 2.4* below depicts the differing times when the Australia Curriculum: HPE (F-10) is to be implemented across Australia.

Table 2.4: Expected State and Territory Implementation of the Foundation to Year 10 Australian Curriculum for HPE (ACARA, 2014e)

Australian State / Territory	Expected Date of Implementation
All Queensland (QLD)	Familiarise 2014, Familiarise or implement 2015, Full implementation by 2016
All New South Wales (NSW) Sectors	To be announced
All Victorian (VIC) Sectors	Full implementation by 2017, initial date implementation to be announced
Tasmanian (TAZ) Catholic	To be advised

TAZ Government Schools	2014 – trial, 2015 – full implementation date to be announced
TAZ Independent Schools	2014 – trial, 2015 – full implementation date to be announced
All Western Australian (WA) Sectors	To be announced
South Australia (SA) Catholic	To be advised
SA Government Schools	2014 – Years 8-10 familiarisation then 2015 full implementation 2015 Year F-7 familiarisation then 2015 full implementation
SA Independent Schools	To be advised
All Northern Territory (NT) Sectors	2016, subject to endorsed date
All Australian Capital Territory (ACT) Sectors	To be announced

While *Table 2.4* provides an outline for implementation of the ACHPE across Australia, it remains unclear as to when the whole of Australia will fully be implementing the ACHPE as it is yet to be endorsed by all Australian education ministers (ACARA, 2014a).

Overview of the Puberty-focused Content in the Australian Curriculum: HPE (F-10)

The ACHPE outlines specific puberty-focused content for Years 5 and 6 through: the Band Descriptor, the Achievement Standard and one puberty-focused content descriptor along with its content elaborations (ACARA, 2014b).

The first mention of puberty-focused content for Years 5 and 6 in the ACHPE is in the Band Descriptor (ACARA, 2014b). While the Band

Description for Years 5 and 6 does not include the word puberty, it directly alludes to puberty as it states students should develop skills to “...understand the physical and social changes that are occurring for them...” (ACARA, 2014b, p.1). The physical and social changes that Year 5 and 6 students experience result from puberty (UNESCO, 2009; Santrock, 2010).

The Achievement Standard for Years 5 and 6 also states by the end of Year 6 students are expected to have investigated developmental transitions and changes (ACARA, 2014b). In comparison, the puberty-focused content descriptor, ACPPS052, states students in this band group are to “Investigate resources and strategies to manage changes and transitions associated with puberty” (ACARA, 2014b). This content descriptor is required to be taught by teachers in Years 5 and or 6, and learnt by students by the end of Year 6 (ACARA, 2014b).

Meanwhile the content elaborations listed with the puberty-focused content descriptor provide examples of how students could be meeting this puberty-focused content descriptor (shown in Appendix 9). Yet importantly all content elaborations are not compulsory content that must be taught (ACARA, 2014f), meaning the depth of exploration and teaching of ACPPS052 is left to the teachers’ choice.

Interestingly the only explanation of the nature of the content elaborations is made in a short, single sentence under the ‘Overview’ tab in the ACHPE (ACARA, 2014f), and is not mentioned in any other section of the curriculum.

Role of the Critical Inquiry Emphasis of the Australian Curriculum: HPE (F-10)

The critical inquiry approach is an emphasis of the ACHPE that engages students in the HPE content by “researching, analysing, applying and appraising knowledge in health and movement fields” (ACARA, 2014g). In doing so, upon implementation of the curriculum there is a push for students

to critically evaluate and analyse contextual factors, which effect behaviours, decision-making and actions (ACARA, 2014g). In turn, students who engage in the critical inquiry approach are able to explore inclusiveness, assumptions taken for granted, power inequalities, social justice and diversity (ACARA, 2014g). Students engaging in the critical inquiry approach of the curriculum can also learn ways to continually manage their health, wellbeing and safety in changing and varied contexts (ACARA, 2014g).

Prescribed Curriculum Documents Bring no Automatic Implementation

Since this thesis will be investigating upper primary teachers' responses to teach the puberty-focused content from the ACHPE an exploration into national and international trends regarding prescribed curriculum implementation needs to be explored.

As stated in Chapter One, national (Goldman, 2010a; Goldman, 2012) and international (Craig & Ross, 2008; Sinkinson, 2009; Craig, 2009; Hickey & Jin, 2010; Oh et al., 2013) literature explain that having prescribed curriculum documents do not automatically safeguard that they will be fully implemented, without the willing participation of those implementing it. If teachers or other stakeholders of the curriculum documents do not agree or focus on implementing topics regarding puberty they may avoid teaching it (Craig & Ross, 2008; Craig, 2009; Sinkinson, 2009; Hickey & Jin, 2010; Goldman, 2010b; Goldman, 2012; Oh et al, 2013;).

Specific studies in the USA (Adelman & Taylor, 2011) and NZ (Hargreaves, 2013) both reveal fragmented, flexible Health curriculum policies have led to teachers' self-censoring topics. A NZ study into the implementation of prescribed Health curriculum documents found tensions between curriculum expectations, unrealistic policy and school-based implementation decisions led to fluctuations in implementation when teaching Health (Hargreaves, 2013). Findings from Hargreaves' (2013) NZ

study suggest specific, compulsory topics need to be clearly addressed from policy makers, curriculum authorities and the NZ Government to avoid major discrepancies in the implementation of Health.

Further studies in the USA (Mayo, 2011), Ireland (Adamson et al., 2006) and NZ (Sinkinson, 2011) argue that Health education in schools needs comprehensive policies, high enforcement, accountability levels, and direct monitoring. According to Sinkinson (2011) giving NZ schools flexibility, control and autonomy in teaching Health programs taught using a somewhat vague Curriculum Framework does not ensure effective teaching of a comprehensive Health program. In comparison, Adamson et al. (2006), explains when schools implement sustainable and carefully developed Health curriculum policies there is a substantial impact on teachers' perceptions of the value of Health and the quality of education provided.

International literature clearly implies the importance of a comprehensive and sustainable curriculum for Health. Yet national (Goldman, 2010a; Goldman, 2012) and international (Sinkinson, 2009; Oh et al., 2013; Hickey & Jin, 2010; Craig & Ross, 2008; Craig, 2009) literature indicates that having prescribed curriculum documents does not stop teachers from avoiding or self-censoring topics.

So while the ACHPE does outline specific puberty-focused content to be taught in Years 5 and 6, the content elaborations (shown in Appendix 9) are not compulsory (ACARA, 2014b) which may lead to significant fluctuations in curriculum implementation. Ultimately the puberty-focused content descriptor found in the ACHPE may not be implemented to the depth explored within the content elaborations, as the elaborations are not compulsory. Moreover national (Goldman, 2010a; Goldman, 2012;) and international (Craig & Ross, 2008; Craig, 2009; Sinkinson, 2009; Hickey & Jin, 2010; Oh et al., 2013) studies show having prescribed curriculum does not mean teachers will teach the prescribed content. Without high enforcement, accountability and monitoring teachers may be avoiding the

topic of puberty altogether regardless of the ACHPE (Adelman & Taylor, 2011; Mayo, 2011; Sinkinson, 2011).

Summary of the Initial Theoretical Framework

I have now formed an initial theoretical framework (Fraenkel, Wallen & Hyun, 2012) for my research inquiry by reviewing and synthesizing the coalescing of the literature related to my research question.

This chapter has provided an initial theoretical framework and in Chapter Five I will be presenting another literature review that will synthesise the literature reviewed in response to the data collected during this inquiry. From this my theoretical framework will develop further in Chapter Five, as per the emergent nature of this research inquiry (Lincoln & Guba, 1985; Stern, 2007; Lichtman, 2013).

To summarise this initial review, I have provided an excerpt of my reflective journal that shows how the connections this research has to the literature informed my choice of reading in what is happening in the field. This is summary is shown in my *Table 2.5* below.

Table 2.5 Reflective Journal Entry 14/04/14 17:48

Reflective Journal Entry 14/04/14 17:48
<p>I have now read through the literature to form my initial theoretical framework (Lichtman, 2013). Here is a summary of this framework.</p> <p>After exploring puberty education, the global trends of avoiding puberty education, the importance of puberty education within Australia, I then reviewed the differences in puberty-focused content among each curriculum for health in Australia. Upon learning there is a total lack of puberty-focused content in the Queensland Curriculum Framework for Health, I moved to exploring the national move towards the Australian Curriculum: HPE (F-10). Since the Australian Curriculum: HPE (F-10) is to be implemented Australia-wide, including Queensland, I investigated</p>

the international and national literature regarding the implementation of prescribed curriculum documents.

All of this has led me to realising my research has relevancy and importance in adding to the body of literature already available in relation to my research question. When I became aware of the trend of avoidance in Australian education regarding the implementation of puberty-focused topics (Goldman, 2011a, 2011b, 2012; Goldman & Coleman, 2013), I realised my research could shed further insight into the topic of puberty education in Australia. When I learnt QLD lacks inclusion of puberty-focused content, I realised my choice in QLD is meaningful as they are to begin implementing puberty-focused topics from the Australian Curriculum: HPE (F-10). I now know researching into the implementation of a national curriculum is highly relevant as the literature indicates that prescribed curriculums do not automatically guarantee teachers will teach to the curriculum (Oh et al., 2013).

My initial theoretical framework has shown me where my research fits in the body of literature explored, and according to Lichtman (2013) this will allow me to interweave the literature into my data analysis.

The next chapter will unpack the research methodology used to provide valuable insights into how the three upper primary teachers respond to the puberty-focused content from the ACHPE. In doing so I will unpack and explain my research paradigm and each individual method I selected to collect the data to answer my emergent research question.

Chapter Three

- *The Methodology* -

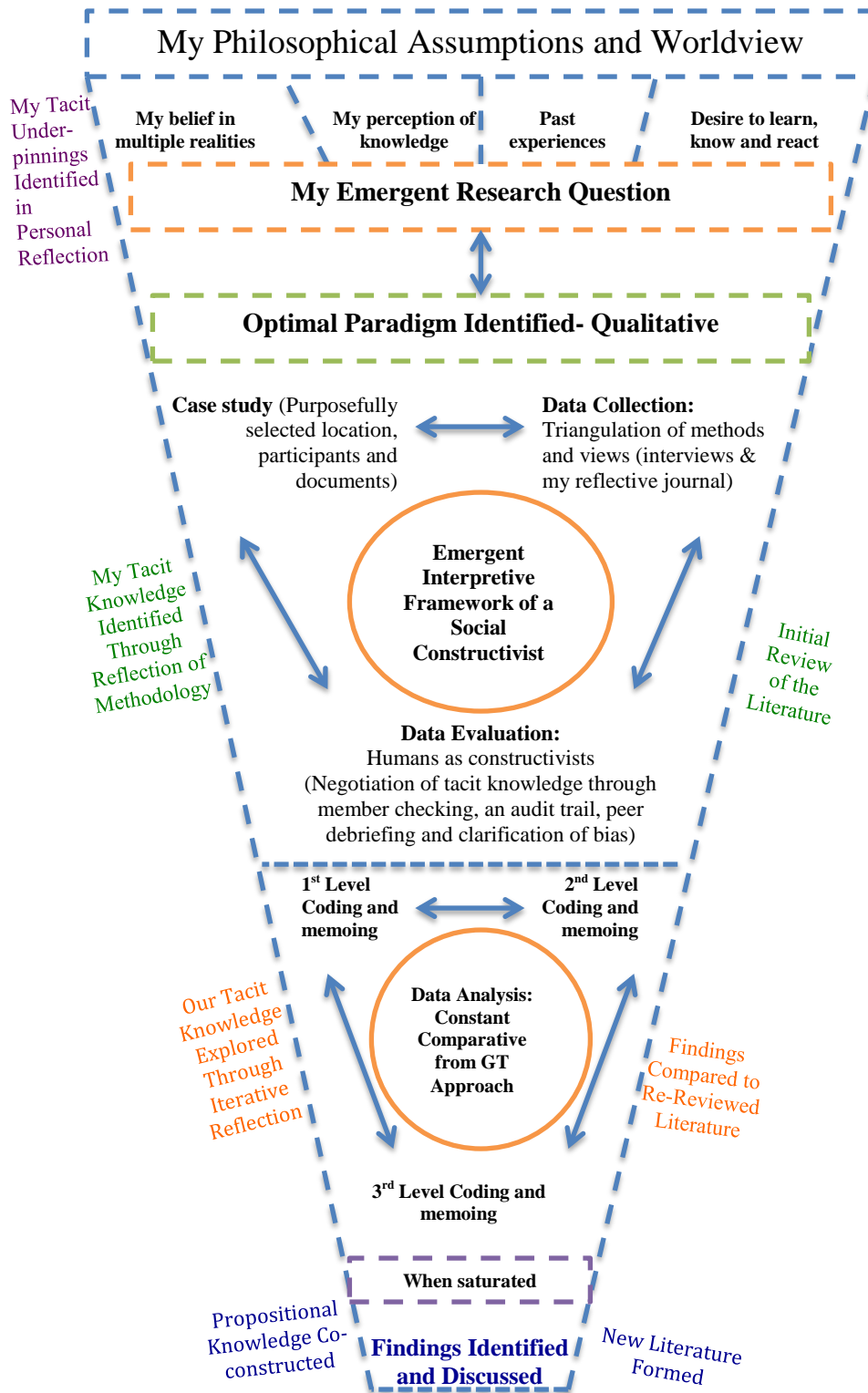
Introduction

Following on from the initial theoretical framework presented in Chapter Two, the purpose of this chapter is to unpack the methodological framework of this inquiry. The research question guiding this thesis and research approach was:

How are three upper primary teachers in one faith-based school in Queensland responding to the proposed implementation of the puberty-focused content from the Australian Curriculum: HPE (F-10)?

Previously mentioned in Chapter One, I used a qualitative, constructivist ‘bricolage’ (Denzin & Lincoln, 1999; Charmaz, 2014) interweaving the data gathering tools of a case study (Yin, 2009; Check & Schutt, 2012) while using the data analysis tools from the grounded theory approach (Corbin & Strauss, 2008; Charmaz, 2014). *Diagram 3.1* on the following page illustrates the iterative, emergent nature of my entire methodological flow (Rossman & Rallis, 2012; Creswell, 2013), with each section being unpacked and explored in this chapter.

Diagram 3.1: Overview of my Methodology



Identifying my Tacit Underpinnings

Before my research question began to fully develop and my appropriate methodology was fully realised, my philosophical underpinnings, worldview and past experiences (Corbin & Strauss, 2008; Lichtman, 2013) began to bring to focus a desire to learn and know more about puberty education. When I wrote the Preface for this thesis I began identifying my tacit or ‘hidden understanding’ (Polanyi, 1996). As I continued the writing process used throughout this thesis I began to make meaning (Zamel, 1982) by reflecting upon and connecting to various aspects of my initial experiences with puberty education, my tacit assumptions and the literature which led me to into research. In doing so I reflected on my prior experiences and desires to learn more about peoples’ perceptions of my research topic (Rossman & Rallis, 2012). Yet my prior experiences and desire to learn, know and react to our (my participants and my own) findings were not the only underpinnings of this research investigation. This is because I, like Corbin and Strauss (2008), believe the ways in which I perceive reality and knowledge underpin my research investigation. Being a person who believes knowledge and reality are subjective, as constructed through each individual, I began realising my worldview somewhat reflected a qualitative, interpretive lens of a ‘social constructivist’ (Vygotsky, 1962; Charmaz, 2014; Lincoln, 2014).

As I am about to expand upon, I began to refine my research question, and with a silent, inner desire to ‘co-construct’ reality between myself and the participants (Charmaz, 2014) I further focused my research design. In turn a qualitative, interpretive worldview of a ‘social constructivist’ (Vygotsky, 1962; Charmaz, 2014; Lincoln, 2014) began to emerge.

Importantly quantitative research, the study of numbers or quantities using an array of statistical procedures, could not be used in my research inquiry for it

would not allow the exploration of my participant's deep perceptions (Check & Schutt, 2012).

Explaining the Emergent Design

My research question is the visible foundation of my whole investigation, which in turn shaped and was shaped by my research design. Since my research investigation is qualitative in design and nature, my initial question changed multiple times (Creswell, 2013), particularly when I reflected on my initial readings of the literature (Lichtman, 2013) (See Preface for details) and when I began analysing perceptions of the participants and my own (Ary, Jacobs & Sorensen, 2010). The excerpt of my reflective journal shown in *Table 3.1* below shows my personal reflection when allowing the research question to develop when discovering findings during my second round of interviews.

Table 3.1: Reflective Journal Entry 20/05/14 9:23

Reflective Journal Entry 20/05/14 9:23
<p>Yesterday I began reflecting on the need to change my current question from 'What are the similarities and differences between Stage 3 teachers perceptions on planning to teach puberty related topics from the AC: HPE (F-10)?'</p> <p>Since my second round of interviews I have learnt and know that my participants appear to react in very different ways (both professionally and personally) to the new Australian Curriculum for Health, in particular the puberty-focused content. Therefore I see the need to respond to these findings and change my question to: 'What are the personal and professional reactions of three upper primary teachers in one school to the puberty focused content published in the Australian Curriculum?'...</p>

As shown in my reflective journal entry above, my question changed as I began analysing my data (Rossman & Rallis, 2012). Notably my research question has changed again since the journal entry above, after realising from the data that the participants professional and personal reactions are better described as how they ‘respond’ to the puberty-focused from the AC: HPE (F-10) (see Appendix 10 for the related journal entry which shows this).

Research Design

When undertaking my emergent design and research question I needed to reflect and choose the appropriate methods of collecting and analysing my data (Lichtman, 2013). So knowing my emergent research design was qualitative (see the Preface, Chapter One and *Table 3.2* below for details), I began to make choices of what methodological elements of qualitative research were needed to give optimal result and the best fit with my research inquiry (Check & Schutt, 2012). This process relied on reflection and deciding on methodological appropriateness. *Table 3.2* below is an excerpt of my reflective journal in which this decision making process can be seen.

Table 3.2 Reflective Journal Entry 07/03/14 10:26

Reflective Journal Entry 7/03/14 10:26
<p>I need to explore the nature of qualitative research so I can really understand the tools and how they apply to my research. I will start by reading Creswell (2013) as he explains the nature of qualitative research. According to Creswell (2013), “the ontological issue [of qualitative research] relates to the nature of reality and its characteristics. When researchers conduct qualitative research, they are embracing the idea of multiple realities. When studying individuals, qualitative researchers conduct a study with an intent of reporting these multiple realities (p. 20).”</p>

As I conduct my own research I know I will embrace the notion of multiple realities, with the purpose of researching and reporting on them through negotiating our tacit knowledge. But what about [other] specific tools of qualitative research?

Creswell (2013) goes on to state: “ With the epistemological assumption, conducting a qualitative study means that researchers try to get as close as possible to participants being studied. Therefore subjective evidence is assembled based on individual views. This is how knowledge is known – through subjective experiences with people. It becomes important, then, to conduct studies in the field, there where the participants live and work – these are important contexts for understanding what the participants are saying (p. 20)...”

My qualitative epistemological assumption is that each participant gives subjective perceptions. I will therefore look into using the tools of a case study (Check & Schutt, 2012) for my data collection, to help minimize the distance and to better understand the perceptions and context of my participants...

Having made the deliberate choice to use a case study approach to fit this qualitative inquiry, I also purposefully reflected upon and chose methodologically appropriate data collection strategies, data evaluation strategies and data analysis processes. All of these choices will now be unpacked in relation to this qualitative inquiry.

Case Study Approach

Selecting the case study approach (Niedderer, 2007; Check & Schutt, 2012; Creswell, 2012) was a vital choice and component to my qualitative inquiry. When answering my research question, I wanted to gain as much information

about my three participants as possible, including the nature of their school, their current health programs and their own subjective perceptions on teaching puberty education. In doing so I chose to use the tools of a bounded case study (Niedderer, 2007; Check & Schutt, 2012; Creswell, 2012), as this would allow me to select a specific site, teachers and documents that would help answer my research question holistically (Fraenkel, Wallen & Hyun, 2012). Consequently I will now provide you with a description of the location to help you understand the research setting (Fraenkel, Wallen & Hyun, 2012).

Location

The location of this research inquiry was at a faith-based primary school in Queensland, Australia. The choice of location came about two reasons: suitability of location (Check & Schutt, 2012) and specific interest in the school-system (Lichtman, 2013).

Firstly, the selected site was a primary school in Queensland, which meant I could explore teachers' perceptions as they respond to the puberty-focused content for the first time from the Australian Curriculum: HPE (F-10) (Herein referred to as the ACHPE). Secondly, I was specifically interested in the specific site as ACARA (2013d) states this school is respected for fostering responsible, self-confident students by nurturing them both inside and outside the formal classroom. ACARA (2013d) also describes this specific independent faith-based school as an excellent provider of holistic, biblically founded education, which provides a balance in academic, artistic, sporting and spiritual nurture. I will now describe some physical features of the school to give you further understanding of the selected site.

The school is located in Australia, in a southern part of Queensland. The city in which the school is based has a population of 20,500 people. The school campus is based in a semi-rural bush environment around ten minutes outside of the city, which provides a quiet, seemingly relaxed environment. The total

enrolments for 2012 were 843, with students representing a diverse range of ethnic, religious and socioeconomic backgrounds. The school campus has a wide range of facilities including an administration centre, general and specialised classroom buildings, a modern computer resource centre, a performing arts centre, several sporting ovals, an enclosed sports centre, a lap pool and playground areas.

Participants

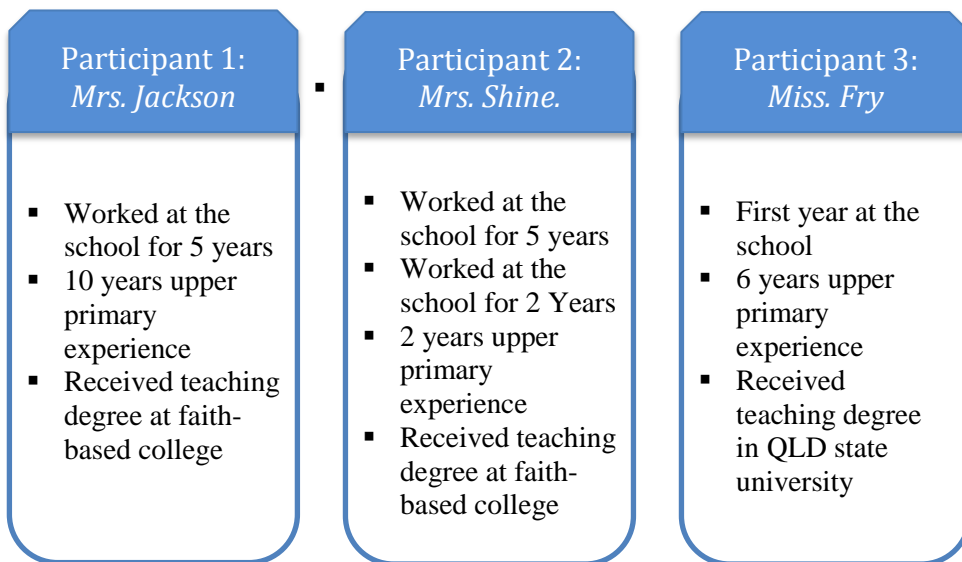
Before collecting data within the chosen school there was a vital question I had to explore: “Who will be my participants?” Realising that qualitative research requires purposeful sampling based on suitable characteristics (Check & Schutt, 2012) I deliberately selected my participants based on their suitability to participate. Mayan (2009, p. 62) states a qualitative researcher should ask: “What kinds of characteristics of individuals am I looking for?” In answering this, I knew that I needed to study Queensland upper primary (Year 5 and/or 6) teachers who could respond to the puberty-focused content from ACHPE. I then had to determine the number of participants to interview. As there are no rules in qualitative research regarding the number of participants to study (Check & Schutt, 2012; Lichtman, 2013), I chose three, as this would hopefully provide enough data to compare and interpret. Note a pseudonym was given to each teacher to protect confidentiality (Check & Schutt, 2012; Creswell, 2012; Lichtman, 2013).

With the chosen number of participants selected, it was time to begin approaching potential participants. After gaining voluntary consent from the selected school’s principal I began purposefully seeking participants (Check & Schutt, 2012). Since I was aware of one female Year 6 teacher (Mrs. Shine) and one female Year 5 teacher (Miss. Fry) from the chosen school, I used an initial sampling method of ‘homogeneous sampling’ to select and approach two individuals based on their suitable characteristics (Creswell, 2012; Lichtman, 2013). The additional participant, Mrs. Jackson (Year 6) was selected using

‘snowball sampling’ (Creswell, 2012; Lichtman, 2013) after gaining knowledge of her suitability from Mrs. Shine, who informed me of her suitability.

As shown in *Diagram 3.2* below, each participant has taught for a differing number of years in both upper primary, and in the selected school.

Diagram 3.2 Participant Profiles



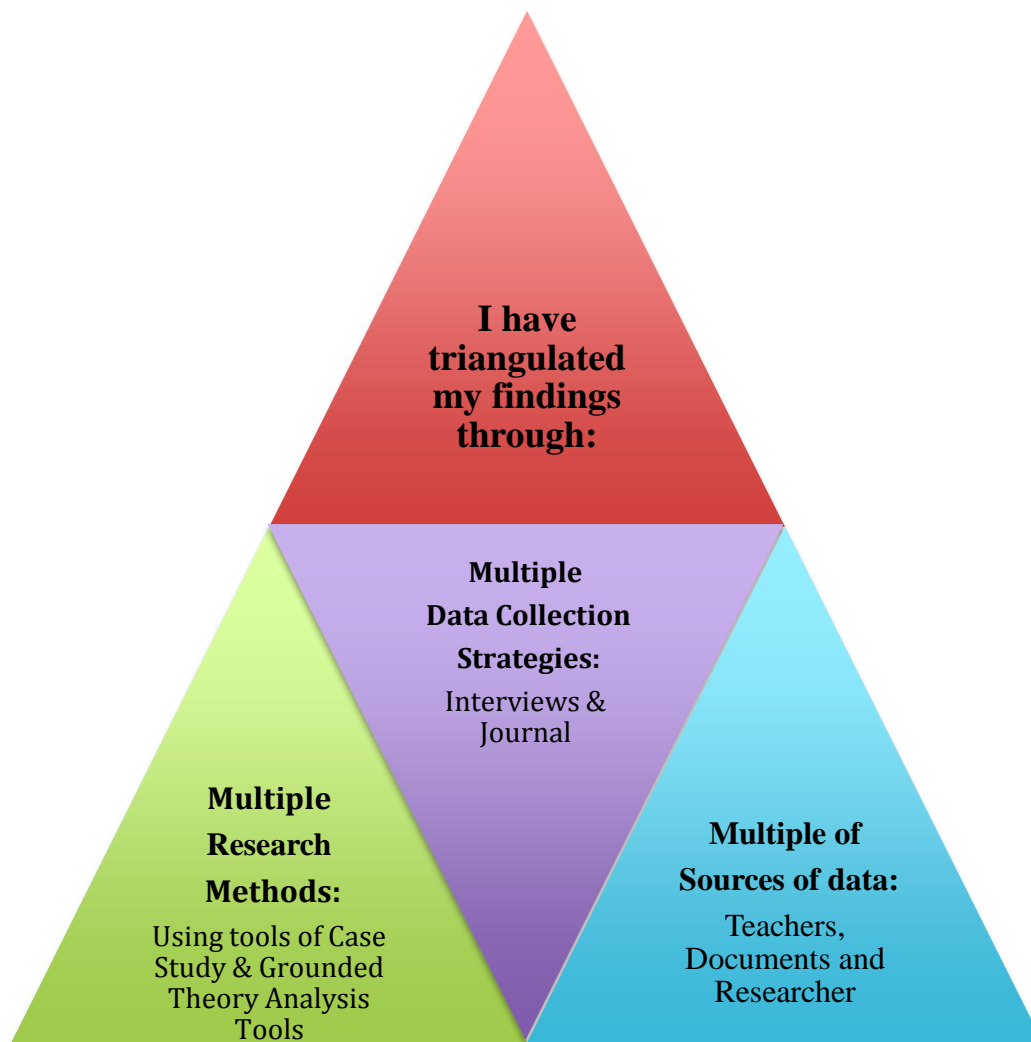
Now that the case study approach has been explored and explained, it is time to unpack this inquiry’s use of data collection methods.

Data Collection: Triangulation of Methods and Views

The choices of my data collection tools arose out of my qualitative research paradigm (Creswell, 2013) and the ‘goodness of fit’ in answering my research question (Krefting, 1991, p. 216). So to ensure adequate data was collected, Fraenkel, Wallen and Hyun (2012) state a qualitative researcher needs to collect multiple forms of data, using different strategies and research methods as needed. Diagram 3.3 below shows how the chosen research methods, data collection strategies and data sources work together to ensure triangulation: the

combining of multiple research methods, data types and sources to check for consistency across the findings (Rossman & Rallis, 2012). Triangulation was very important to my research project, as it enabled the justification and underpinning of knowledge by purposefully comparing and gaining additional knowledge from multiple sources of data (Denzin & Lincoln, 1994).

Diagram 3.3: Triangulation in my Research Inquiry



As seen in *Diagram 3.3*, triangulation is achieved through the methods of research, data collection strategies and sources of data shown above (Rossman

& Rallis, 2012). Each of the data collection strategies will now be unpacked and explored.

Semi-structured Interviews

Interviews are a highly important source of data in a case study (Yin, 2009). Since my aim was to develop a deep understanding of the similarities and differences among the perceptions of each participant, semi-structured interviews were chosen (Fraenkel, Wallen & Hyun, 2012; Lichtman, 2013). This was so I could design specific questions to ask during each interview, but also remain free to vary or add questions when a situation deemed it to be necessary (Lichtman, 2013). This method of using semi-structured interviews is aligned with a method Fraenkel, Wallen & Hyun (2012) explain as the ‘Interview Guide Approach’ whereby an explicit interview guide is specified prior to the interview, and the interviewer then determines the wording and sequences of the questions as the interview continues (see Appendix 11 for the one made for this inquiry).

I personally transcribed and analysed each round of interviews promptly as the findings guided me in collecting the subsequent round(s) of interviews. This involved directly transcribing each recording to avoid an external bias when interpreting the participants’ data (Ary, Jacobs & Sorenson, 2010). This iterative process of transcription and analysis also formed part of my emergent research design (Ary et al, 2010; Creswell, 2013) whereby initial data were coded and categorized, then the need for additional data collection was identified and sought. Transcription and analysis of my data were integral parts of this research investigation, as they gave me the motivation and inspiration to continue reading into the related literature, to let my reflective thoughts flow into my reflective journal and to plan additional interviews. To share what this reflection process was like for me, I have provided a reflective journal entry from my second round of interviews in Appendix 12.

Shown in my reflective journal in Appendix 12, this process of reflection while analysing my semi-structured interviews gave me the freedom to capture my conceptual thoughts and begin continuing the iterative processes of further data collection, analysis and reading of the related literature (Scott & Garner, 2013; Lichtman, 2013), processes which will be unpacked later in this chapter.

Since the primary data collection tool was semi-structured interviews on the topic of puberty, which is seen by many as a highly sensitive topic (Goldman, 2008; 2011b; 2012), my interviews were purposefully designed to use Corbin and Morse's (2003) four phases of interviewing people on sensitive topics. While Corbin and Morse's (2003) four phases appear linear, an interview can jump between each phase at any time. Additionally since Corbin and Morse's (2003) four phases of interviewing are designed for unstructured, interactive interviews, I have adopted them in light of my semi-structured interviews.

For example, every interview I conducted was planned in respect to Corbin & Morse's (2003) following four phases:

- 1) *The Pre-interview phase*
- 2) *The Tentative phase*
- 3) *The Immersion phase*
- 4) *The phase of Emergence*

The Pre-interview Phase

The Pre-interview phase (Corbin & Morse, 2003) during the first interview was a time where I explained the purpose of the interview and reviewed the consent form with the participant thoroughly to ensure the participant fully understood the nature of the interviews and study (Creswell, 2012; Lichtman, 2013). It is also a time where I emphasized that everything the participant shares is fully confidential (Check & Schutt, 2012). Written consent to participate was then gained, along with consent to be audio-recorded (Corbin & Morse, 2003;

Lichtman, 2013). After reminding the participant they may withdraw at any time (Corbin & Morse, 2003), I then entered into informal small talk /chitchat to build rapport.

Building rapport was vital during each interview as when interviewing I wanted to connect with each participant (Corbin & Morse, 2003). Before conducting any interviews, I developed my own Pre-interview phase guide (seen in *Table 3.3* below) to help prepare me before I went into the interviews. I did this because I believe in the effectiveness of written reflection and planning (Shoffner, 2009; Loughran, 2010) rather than just creating mental notes.

Table 3.3 My Pre-interview Phase Guide

My Pre-interview Phase Guide
1. Be relaxed and greet participant using small talk to help make them comfortable (topics such as: about the drive there, the weather (Lichtman, 2013).
2. Select a quiet and comfortable interview setting (Lichtman, 2013) ideally within the teacher's own classroom.
3. Share a bit about myself and re-explain the purpose of the study then answer any questions the participant may have (Corbin & Morse, 2003). Ensure I share: my reason for being there, what will happen with the information collected, how I will treat the information and how long the interview will take (Lichtman, 2013).
4. Emphasize that everything the participant shares is fully confidential and their names / school identity will not be disclosed (Check & Schutt, 2012).

5. Have the participant give written informed consent to participate and be audio-recorded (Corbin & Morse, 2003; Check & Schutt, 2012; Lichtman, 2013; Creswell, 2013;).
6. Remind the participant that they may withdraw at any time (Corbin & Morse, 2003).
7. Turn the device on and record the time I start on the interview guide and begin (Lichtman, 2013).

The Tentative Phase

During each interview the pre-interview phase gradually extended to the tentative phase where the interview itself begins (Corbin & Morse, 2003). Ensuring that the recording device was still properly turned on, I began using my semi-structured interview guide (see Appendix 11) to help the interview progress smoothly (Lichtman, 2013). The tentative phase is where each participant tested my response to what was shared, as they reflect on what they wish to share and how much they are willing to share (Corbin & Morse, 2003). According to Corbin & Morse (2003) this phases is crucial for building trust and comfort with one another.

The Immersion Phase

Semi-structured interviews are not always linear (Lichtman, 2013). In fact although semi-structured interviews have an interview guide with specific questions to ask (Lichtman, 2013), these questions may shift and change as the interview demands (Fraenkel, Wallen & Hyun, 2010). According to Corbin and Morse (2003) the immersion phase ideally occurs naturally and gradually as the participant and interviewer slowly immerse themselves in the interview During the first round of interviews in particular, I decided to deviate from my

interview guide, often not referring to it. However upon transcription and analysis of the first round of interviews I realised I needed to more carefully cover each question I had planned to. In response during the subsequent interviews I ensured I asked questions straight from the interview guide (see Appendix 11 for the second interview questions), while still deviating with additional questions or probing when I knew it was needed (Lichtman, 2013).

The Phase of Emergence

At the end of each interview there was great importance in shifting the interview to a less sensitive level (Corbin & Morse, 2003; Check & Schutt, 2012). While Corbin and Morse (2003) suggest shifting the focus of the interview to a less emotional level but still remain on-topic, I decided to turn the device off to ensure they felt comfortable debriefing and potentially sharing additional information they may have not felt comfortable to do so while the device was switched on. So at the end of every interview I deliberately turned the device off and began informal conversation, with the aim of ensuring the participant was comfortable and ready for me to depart the interview (Booth & Booth, 1994).

My Reflective Journal

Keeping a reflective journal, according to Lichtman (2013) and Creswell (2013), was the place for me to reflect during the entire research project. Reflection occurred during every phase during this research: through identification of my tacit knowledge and assumptions, reflections on my methodology choices and reflections during data analysis processes. Importantly, my reflective journal has been a place where my tacit knowledge has extended to propositional (explicit) knowledge within my reflections on the data collected (Niedderer, 2007). You have seen and will continue to see excerpts of my reflective journal throughout this thesis, to help share the journey of my research inquiry, and to ensure my findings are credible, original,

have resonance and are useful (Charmaz, 2014). I have also been able to talk, within my journal, about my perceptions as I analyse the data, as well as discuss how these have impacted my additional readings into the literature (Creswell, 2013; Lichtman, 2013).

Now that I have outlined and described my purposefully chosen research setting and data collection tools based on their suitable characteristics, I will now explain my data evaluation strategies. While it may seem logical to some to discuss these after my data analysis methods, I have placed my data evaluation strategies before to illustrate their usage before, during and after data analysis.

Data Evaluation Strategies

To describe the overall nature of the data evaluation strategies used in this inquiry, I have chosen the term ‘humans as constructivists’ (inspired by Charmaz, 2014), rather than the traditional term ‘researcher as instrument’ (Lincoln & Guba, 1985), to illustrate how through data evaluation strategies the findings are co-constructed between participants and myself (Charmaz, 2014).

According to Creswell (2013) and Guba and Lincoln (1985) for any research project to be useful the findings need to be carefully evaluated. Currently, there are many different terms given to describe the strategies used to evaluate research findings (as seen in literature such as Lincoln and Guba (1985), Fraenkel, Wallen and Hyun (2012), Graziano and Raulin (2013), and Creswell (2013). However I needed to use the specific strategies and appropriate terms that best reflected the nature of my qualitative, constructivist research design (Charmaz, 2014).

Since I have used data analysis tools from the grounded theory approach, I have chosen to use the evaluation strategies provided by Charmaz (2014) who provides key questions to answer to ensure credibility, originality, resonance

and usefulness of a study's findings. However, since I cannot develop a grounded theory due to the time constraints of this honours thesis, I have selected the key questions listed by Charmaz (2014) that can specifically help me evaluate my findings (seen in *Table 3.4*).

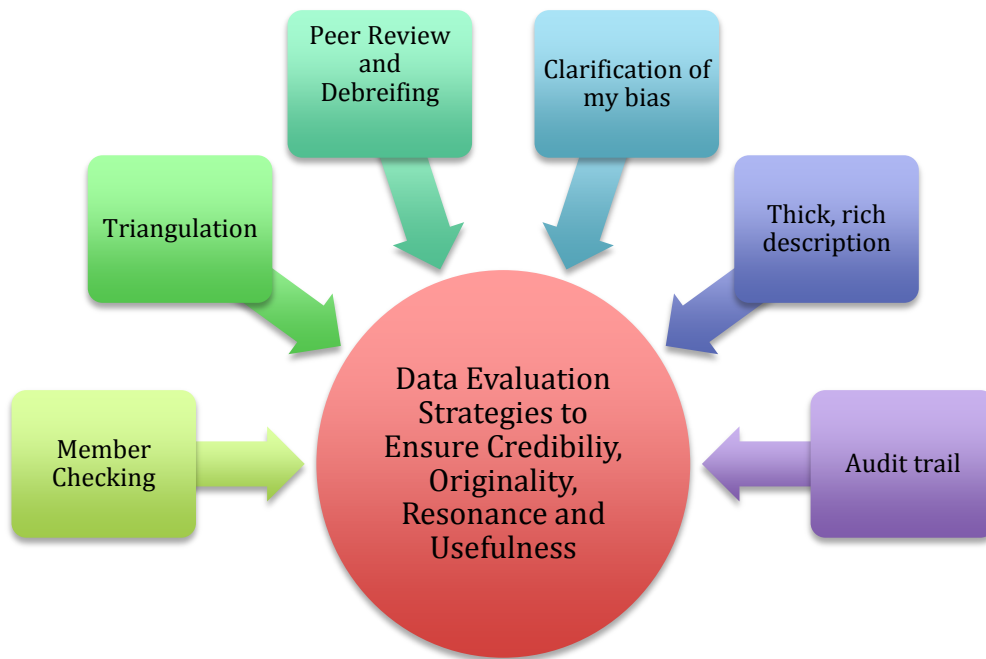
Table 3.4: Data Evaluation Strategies to ensure Credibility, Originality, Resonance and Usefulness

Charmaz's (2014) Criteria and Key Questions for Research Evaluation	How have I done this?
Credibility:	I have ensured credibility of my findings by:
<i>Has my research achieved intimate familiarity with the setting or topic?</i>	✓ Using multiple interviews with 3 participants, my reflective journal to ensure adequate triangulation.
<i>Are the data sufficient to my claims?</i>	✓ Ensuring member checking of transcripts to co-construct the findings through negotiated reflection.
	✓ Using the tools of analysis from the grounded theory approach.
	✓ Engaging in regular peer debriefing and review sessions, clarifying my bias and maintaining an audit trail.
Originality:	I have ensured originality of my findings by:
<i>What is the social and</i>	✓ Achieving social and theoretical

<i>theoretical significance of your work?</i>	significance to provide co-constructed findings in a topic that is not yet explored in the literature.
Resonance:	I have ensured resonance of my findings by:
<i>Do the categories portray the fullness of the studied experience?</i>	<ul style="list-style-type: none"> ✓ Using the tools of analysis from the grounded theory approach. ✓ Ensuring thick, rich description, member checking and negotiated reflection of the findings (with my supervisors and the checking of transcripts with my participants).
Usefulness:	I have ensured usefulness of my findings by:
<i>Can the analysis spark further research in other substantive areas?</i>	<ul style="list-style-type: none"> ✓ Providing analysis that could spark further research in implementation of Australian Curriculum documents and effective teaching of puberty education.
<i>How does my work contribute to knowledge? How does it contribute to making a better world?</i>	<ul style="list-style-type: none"> ✓ Providing new co-constructed literature, which may be useful to policy makers, teachers, school administrators, external providers of puberty education and ultimately future students.

To summarise the wide variety of strategies listed I have listed in *Table 3.4*, I have developed *Diagram 3.4* on the next page.

Diagram 3.4 My Data Evaluation Strategies



The chosen data evaluation strategies were used at differing times of the research to ensure the credibility, originality, resonance and usefulness of my findings. Each of the evaluation strategies used will now be further unpacked to share their vital place in my research inquiry.

Member Checking

To make sure my interpretations of the participants perceptions were credible, original, showed resonance and could be useful, I invited each participant to check the transcripts for any errors or significant spelling mistakes (Creswell, 2013; Lichtman, 2013). According to Lincoln and Guba member checking is “the most critical technique for establishing credibility” (1985, p. 314), which I why I ensured this was done with each participant.

Triangulation

The process of triangulation, using multiple research methods, data collection tools and sources (Rossman & Rallis, 2012) to promote credibility, originality, resonance and usefulness (Charmaz, 2014) has enabled me to check for consistency and variation in data when answering my research question (Mertens, 2010; Check & Schutt 2012; Lichtman, 2013). By conducting two interviews with three different participants, and using my own reflective journal in analysis I was able to triangulate multiple forms of data, which in turn contributed to my research's credibility, originality, resonance and usefulness (Check & Schutt, 2012; Lichtman, 2013; Creswell, 2013; Charmaz, 2014;).

Peer Review and Debriefing

Peer review and debriefing was a useful strategy to help me see whether my interpretations of the participants' perceptions were reasonable (Ary et al., 2010; Creswell, 2013;). By engaging in peer debrief and review I regularly met with a group of colleagues to share my findings and data (Lincoln & Guba, 1985). Each peer review/debrief session was audio-recorded to keep track of consultations. Those peer reviewing and debriefing ensured I stayed honest by asking me continuous questions about my methods and interpretations (Lincoln & Guba, 1985; Creswell, 2013). They also provided a listening ear for 'personal catharsis' (Lincoln & Guba, 1985, p. 283).

Clarification of my Bias

Being a qualitative researcher, it was important to clarify my bias so I understand how my assumptions and past experiences impact my inquiry (Merriam, 1988; Scott & Garner, 2013). This is why the Preface of this thesis outlines my personal interest and bias towards my topic; to explain their impact in the way I interpret and approach my study (Scott & Garner, 2013; Creswell,

2013). In addition I have kept a reflective journal, to ensure my reflection and bias are recorded to promote reflexivity (Lichtman, 2013).

Developing and Maintaining an Audit Trail

By writing this Chapter, I provide a description showing how my inquiry was conducted, along with all my data and written records of thought processes. In this way I was able to keep an audit trail for you to understand and examine my inquiry (Gay, Mills, & Airasian, 2009; Ary et al., 2010). Within this Chapter I have also detailed an extensive description of how I collected and analysed my data. Meanwhile my thought processes during each stage of this research inquiry are recorded in my reflective journal (Lichtman, 2013).

Now that I have explained my evaluation strategies I must also mention the role ethics has played in this inquiry.

Ethical Protocols

Ethics has been a vital aspect of my entire qualitative inquiry (Check & Schutt, 2012; Creswell, 2013; Lichtman, 2013), with ethical protocols purposefully implemented during every stage of my investigation. For me to gain approval as per Avondale's Human Research Ethics Committee (Avondale College, 2014), verbal voluntary consent was required and gained from the head of education for the proposed school's district, along with written consent from the principal of the proposed school (see Appendix 13) and each participating teacher (See Appendix 14).

Furthermore, to ensure participation is voluntary and participants understand the study, along with the consent form I also provided an information sheet to the principal (see Appendix 15) and each teacher approached (see Appendix 16). This information sheet discloses the identity of myself (the researcher), my two supervisors, along with the purpose and nature of the research and how confidentiality and anonymity will be maintained. Now that the importance of

ethics has been outlined, I will introduce and explore the chosen data analysis processes.

Data Analysis: Developing a Grounded Theory

According to Lichtman (2013) the purpose of data analysis in all qualitative investigations should be to engage in a circular process of gathering and analysing data to arrive at themes.

However, when I read into qualitative data analysis I found there are many different ways a qualitative researcher can analyse their data including strategies from narrative, phenomenology, grounded theory study, ethnography and case study methods (Creswell, 2013). Yet no matter type, Marshall and Rossman (2006) believe all qualitative researchers inductively analyse their data into “increasingly more abstract units of information...” (p. 45). Silverman (2012) explains that “bottom up” or inductive data analysis processes build themes from the analysis of a particular case not a theory. Deductive analysis, as per Rossman & Rallis’ (2012) explanation, reflects a quantitative approach using the “top down” approach to test a hypothesis. This thesis does not use a deductive analysis approach, as my data analysis processes were based solely on the emerging themes within a ‘bounded site’ with no hypothesis developed or tested (Stake, 1995).

Chosen Data Analysis Processes

Since my research investigation reflects some elements of a case study it may appear logical to choose the data analysis procedures of a case study. However, due to time and location constraints, I was unable to spend ‘prolonged engagement’ (Yin, 2009) in the field and therefore was unable to use the full spectrum of tools that case study analysis offers.

However, an inductive data analysis approach that is somewhat aligned to the case study approach is the grounded theory approach (Saldaña, 2013; Creswell,

2013). Due to suitability I chose to use data analysis tools from a grounded theory methodology to reflect the view of Charmaz (2006) who states:

...grounded theory methods provide a template for doing qualitative research... [with] a set of flexible analytic guidelines (pp. 506, 508).

So by using the tools of grounded theory, I am provided with a flexible set of analytic guidelines (Charmaz 2006).

Nature of the Chosen Data Analysis Processes

Over the duration of my research project data were collected systematically (Denzin & Lincoln, 1994), using the iterative, somewhat flexible process of ‘theoretical sampling’ used from the grounded theory approach (Corbin & Strauss, 1990). This iterative cycle of data collection and data analysis leading to further data collection and analysis shows the emergent nature of my inquiry (Ary et al., 2010; Creswell, 2013). *Table 3.5* below shows my interview schedule, and you will notice there is over two months between each cycle of data collection. This gave me enough time to analyse the data, review the related literature, and then travel back in my semester break to the school to collect more data for further analysis.

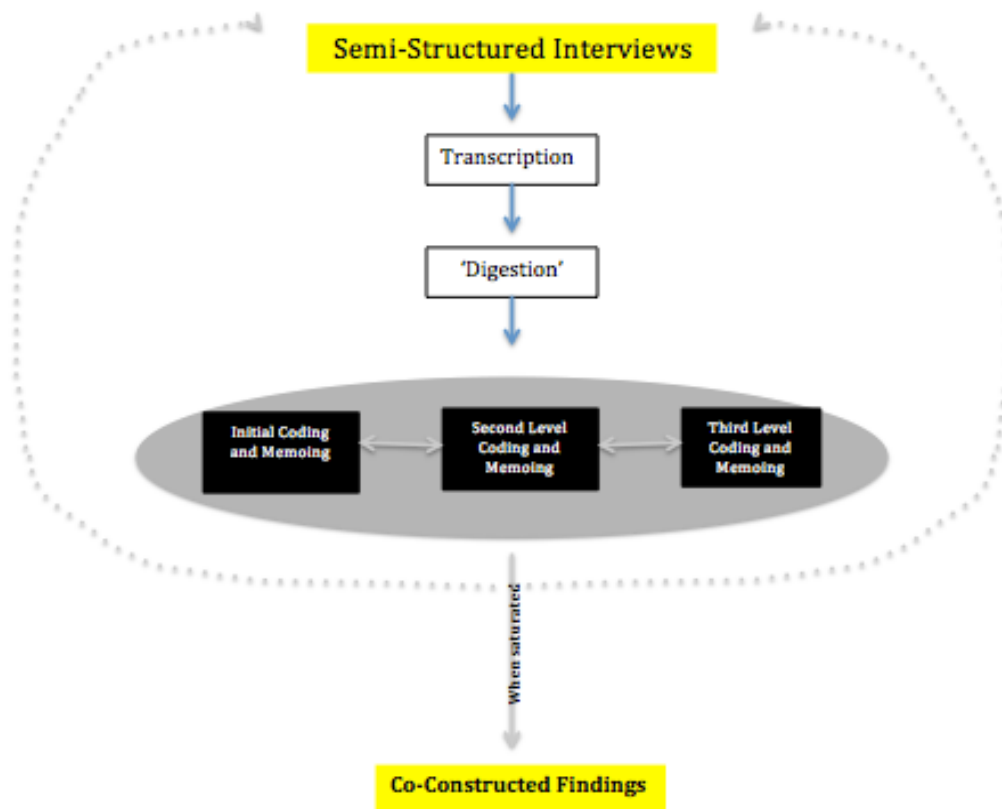
Table 3.5 My Interview Schedule

	Mrs. Shine	Mrs. Jackson	Miss Fry
First Interview	20 th February	20 th February	20 th February
Second Interview	28 th of April	28 th of April	28 th of April

The vital tool I have used from the grounded theory approach to analyse each of the interviews collected from *Table 3.5* was the ‘constant comparative’ method

(Glaser & Strauss, 1967). This is where I constantly compared the data, themes and concepts to one another each during phase of coding (Corbin & Strauss, 2008; Saldaña, 2013; Charmaz, 2014). *Diagram 3.5* below outlines this data analysis process, which I am about to explain.

Diagram 3.5 My Data Analysis Process



Importantly, *Diagram 3.5* above did not develop in one day. As per the emerging design of this inquiry (Check & Schutt, 2012; Lichtman, 2013), my diagram to explain my analysis process developed over time. This diagram will now be explained to give you specific understanding of how it works in relation to my research inquiry.

Semi-structured Interviews

At the start of *Diagram 3.5* is the heading ‘Semi-structured Interviews’. This is because for qualitative researchers, data analysis begins as soon as you start giving meaning to first impressions of your participants (Stake, 1995). The term given to describe this initial meaning making of participants is ‘in situ’ analysis (Stake, 1995; Basit, 2010). Importantly, the purpose of having each semi-structured interview was to learn, know and react to how each teacher responded to the puberty-focused content from the ACHPE. Being face-to-face with my participants within an semi-structured interview setting allowed me to change the questions asked, if I sensed another direction could be taken (Fraenkel, Wallen & Hyun (2012) (see Appendix 17 and 18).

Transcription

After I collected each round of interviews I entered into the transcription phase of data analysis. This is a very important phase (Ary et al., 2010), as it is the time where I carefully transcribed, word for word, each interview. Since pauses, sarcasm, joking, emphasis on particular words, and homonyms can be evident within an interview, I carefully transcribed every interview myself to ensure I picked up and labelled any such interpretations. This is shown in the example in *Table 3.6* on the next page.

Table 3.6 Example of transcription labelling

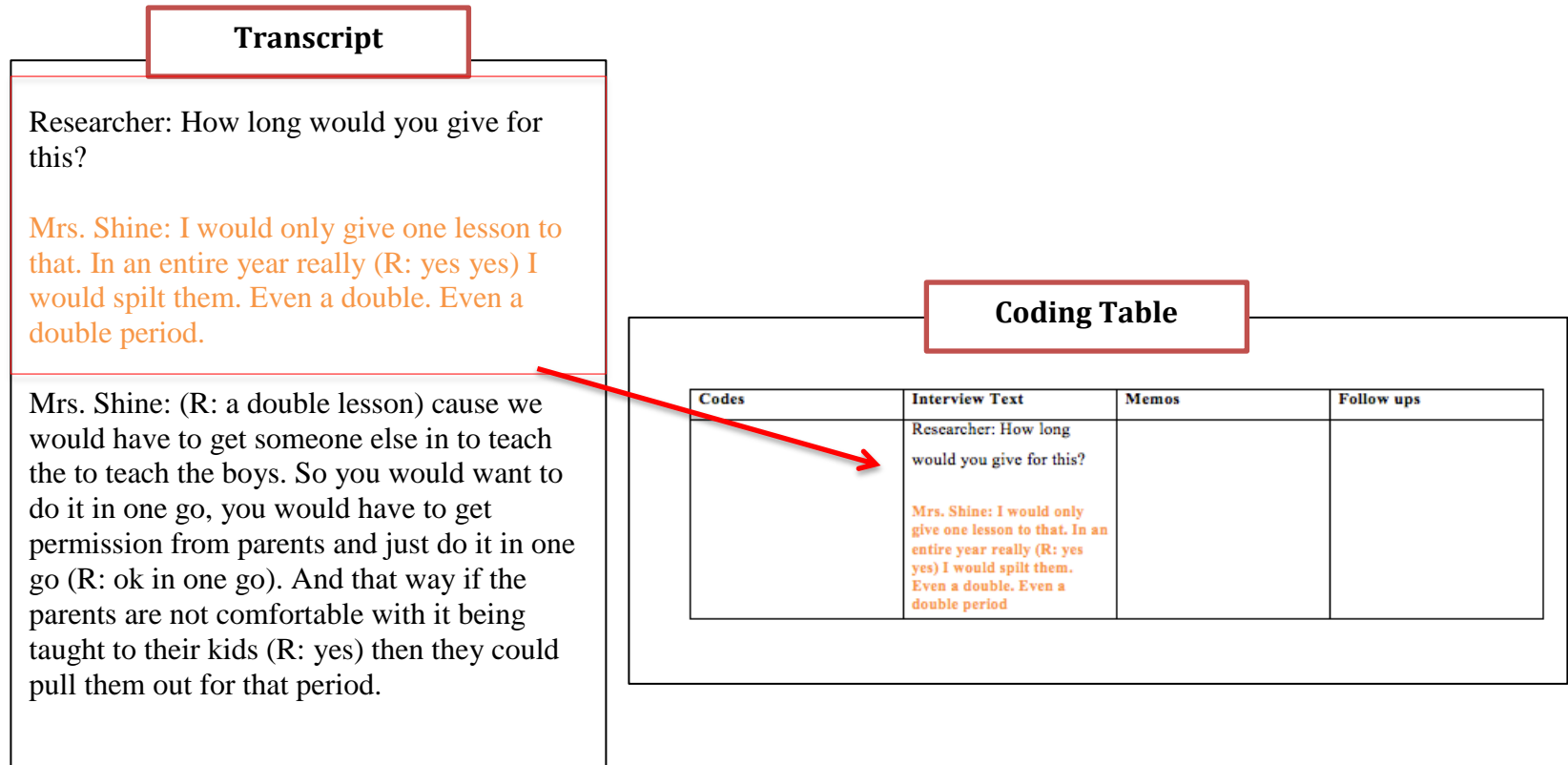
Example of transcription labeling
Researcher: What do you think (about this content descriptor)?
Miss Fry: I don’t know. Ah ah like ah ahahah (R: yep). Products available to manage physical changes associated with puberty. I’m guessing (5 second pause) girls would be like (4 second pause) your pubic – um your menstrual cycle?

Digestion Period

After transcription was a period of ‘digestion’ (Clarke, 2005), whereby I read the interview multiple times: reflecting and absorbing it. In doing so I was able to spend significant time reflecting on the data with the aim of entering viciously into the world of the participant (Corbin & Strauss, 2008). When I felt ready to begin coding after this ‘digestion’ period, I moved towards initial coding and broke the first section of data into a manageable, discrete chunk and closely examined it (Strauss & Corbin, 1998).

All parts of the interview were reorganised in this way, using natural cut off points where able. Looking at *Diagram 3.6* on the next page, you will see how the first part of the interview below has been placed into the ‘Interview text’ heading shown below. This is how I placed what I considered a ‘manageable chunk’ of data into a coding analysis table.

Diagram 3.6 Organisation of Data for Analysis



Initial Coding

Using the coding analysis table as shown above, I began initial coding, the process I used to break down my data into discrete sections to closely examine them (Saldaña, 2013). The coding of each interview started with initial coding, the first level of coding taken from the grounded theory approach to data analysis (Glaser & Strauss, 1967; Glaser, 1978; Strauss and Corbin, 1998; Corbin & Strauss, 2008; Charmaz, 2014). Again, while I am using the tools of grounded theory, these are not to build a grounded theory (which according to Strauss and Corbin (1998) would need at least 10 interviews or observations). My goal in this initial coding process was to open up myself to all the possible ‘theoretical directions’ found by my readings of the data (Charmaz, 2006, p. 46), to build a strong foundation for later analysis (Corbin & Strauss, 2008). This did not mean I entered into open coding with an ‘empty head’, but rather an ‘open mind’ (Glaser & Strauss, 1967).

To show my approach to initial coding, *Table 3.7* below is provided as an excerpt from my coding analysis table. As seen in *Table 3.7*, each section of the transcript is placed into the second column. As I looked at the memos in the third column, I began by first retelling what was going on in the data, then a few days later I reflected on this, and discovered the need to recode as shown in the highlighted sections of *Table 3.7*.

Table 3.7: Excerpt from my Coding Analysis Table (Mrs. Shine - Interview 1)

Codes	Data	Reflective memo	Follow ups
“School-based Puberty education” - “Hard to	M: and that's a hard thing when you get into those topics what is appropriate	17/04/14 05:27 M says it is “hard to discern appropriate depth” in “School-based puberty education”.	What topics in puberty-education

discern		do you
appropriate	28/04/14 11:18 M sees	think
depth”	some topics within puberty	need
	as inappropriate to discuss	covering
Not knowing	with her Year 6 class. There	at this
what or how	is a “view that puberty has	age?
much to say	inappropriate topics for	
(unsure how	upper primary”. This is a	
to implement	participant perceived	
the	inhibitor as not knowing	
curriculum)	what is appropriate is a	
	‘hard thing’ (IV) for her to	
	know.	

These first level codes ranged from descriptive, conceptual, theoretical, and In-Vivo (the direct etic voice of the participants), depending of what I observed and inferred from my data (Saldaña, 2013). Importantly the highlighted codes made (see *Table 3.7*) were provisional, and reworded during the next two phases to improve their fit to the data (Charmaz, 2014).

So I trusted my instincts during this initial coding phase, coding all things I could (Saldaña, 2013). These codes were done so within reflections or ‘memos’ (see column 3 in *Table 3.7*) to capture my conceptual ideas around each code (Corbin & Strauss, 2008). These memos are vital along with the others I made in my reflective journal during each phase of analysis, as together they form the ‘mortar’, whilst the data forms the ‘bricks’ of my research (Stern, 2007).

After an interview was initially coded within its coding table, I began reading ways to organise my newly discovered codes (See Appendix 19 for a list of all the organized emergent codes from each participant). I knew I needed to begin

the second phase of analysis - axial coding – the organisation of codes by crosscutting or relating concepts and codes to each other (Corbin & Strauss, 2008). This is because I wanted to seek the connections between the initial codes (Punch, 2009) so I could inductively move towards discovering the categories and themes within the data. (See Appendix 19 for a list of all the organized emergent codes from each participant)

Axial Coding

Before I began the second level of coding, axial coding (Charmaz, 2014) with my organized initial codes, I spent time reflecting on ways to proceed from initial coding. A section from my reflection journal in *Table 3.8* below shows my choice to begin ‘code mapping’ during this phase of analysis (Saldaña, 2013).

Table 3.8 Reflective Journal Entry 22/06/14 06:04

Reflective Journal Entry 22/06/14 06:04
<p>...After reading strategies to proceed from initial coding in Saldaña (2013), I discovered that ‘code mapping’ could allow me to organise my codes (Saldaña, 2013) whilst axially coding (Corbin & Strauss 2008; Punch, 2009). According to Saldaña (2013), by code mapping I am also about to enhance the trustworthiness and credibility [or enhance my credibility, originality, resonance and usefulness as Charmaz’s (2014) says], by stepping out the iterative process of axial coding. This involves bringing structure, meaning and order to my initially coded data (Anfara, 2008; Saldaña, 2013)...</p>

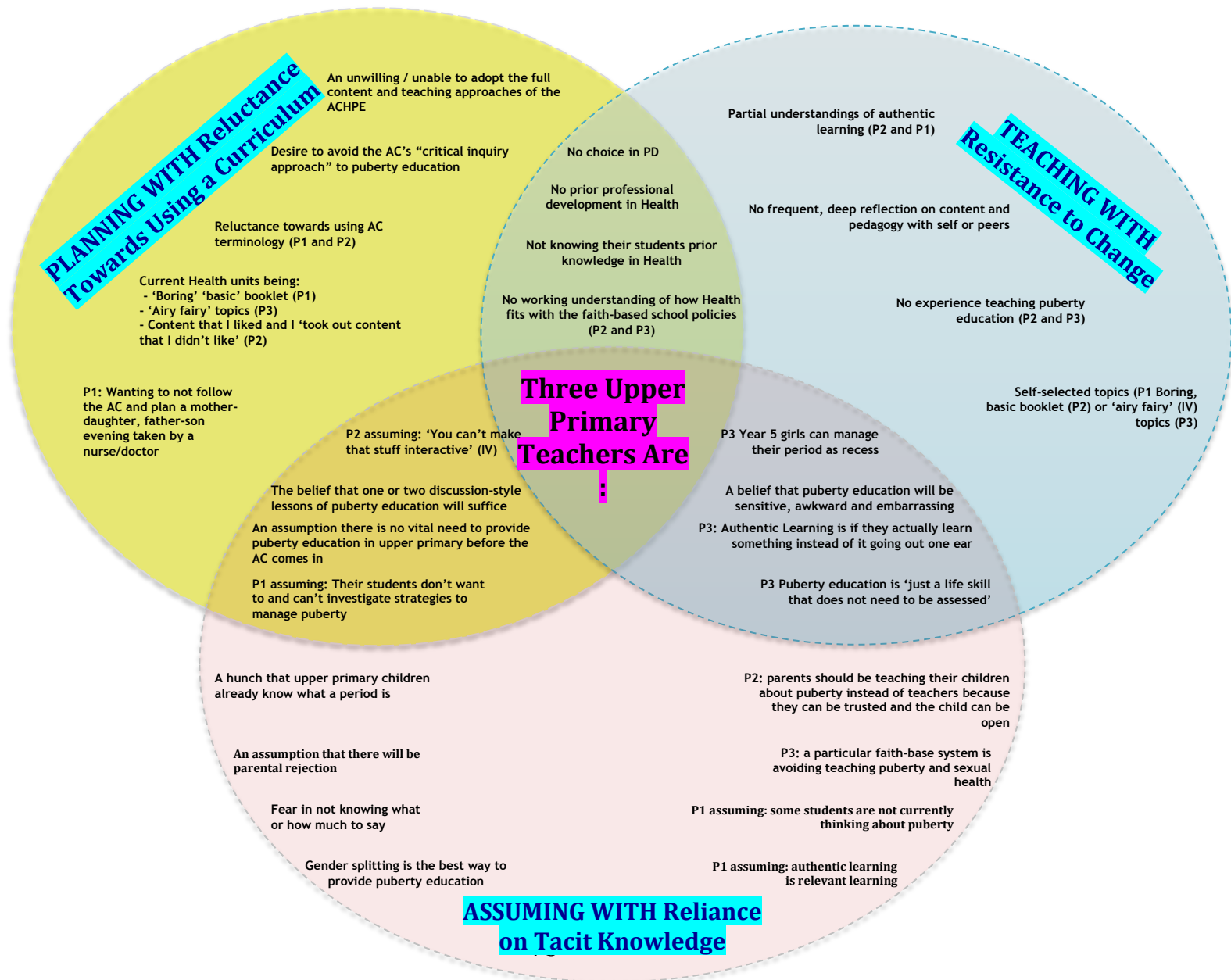
The first iteration of code mapping involved listing all codes I had written during the initial coding phase (Saldaña, 2013) (see codes within Appendix 19). This is where I organized each code from the data. I then began developing a

coding map for each participant, with each participant's final code map shown in Chapter Four. This meant refining and organizing the codes from the first and second round of interviews to form a diagrammed representation (Saldaña, 2013).

After each code map was developed (to be seen the end of each section in Chapter Four) I continued axial coding, whereby I began discovering connections between the codes (Punch, 2009), and related these concepts to each other for each of the participants (Corbin & Strauss, 2008). This meant using the constant comparative method of data analysis (Glaser & Strauss, 1967; Straus & Corbin, 1998; Bryant & Charmaz, 2007) where I constantly compared the data for similarities and differences when theorizing the categories, concepts and themes. For me, this meant physical moving my codes around in Word documents to discover the connections and broader concepts that the teachers shared during their interviews. This was evident in one of my coding map drafts seen in *Diagram 3.7* on the next page

Deliberately left blank

Diagram 3.7: A Developing Code Map of all Data



By physically moving and refining these codes around as seen in *Diagram 3.7* (taken from the code maps which will be shown in Chapter Four), I began discovering the dominant concepts and the less important ones (Saldaña, 2013). The synonyms and redundant codes were removed by this phase, and the best representative codes were selected (Saldaña, 2013). I was then able to begin to discover and relate major categories (Saldaña, 2013), whilst specifying the dimensions and properties of each category (Charmaz, 2006).

Importantly, as with all phases of data analysis, analytic memos were critical during this circular phase of axial coding (Corbin & Strauss, 2008). The focus within these memos during axial coding was the emerging and emergent codes and the categories, dimensions and properties (Saldaña, 2013). The reflective journal entry in *Table 3.9* below shows my memoing during the development of the final code map.

Table 3.9 Reflective Journal Entry 19/06/14 09:31

Reflective Journal Entry 12/10/14 09:31
As I built the major code map using each participant's coding map, I realise the need to rename my major categories. I have currently analysed my data in three categories, their planning, teaching and assuming. HOWEVER I realise now the need to rename the core to 'Three upper primary teachers are responding: with reluctance towards using a curriculum, resistance to change and reliance on tacit knowledge. I know this better describes what is happening in the data and better answers my research question.

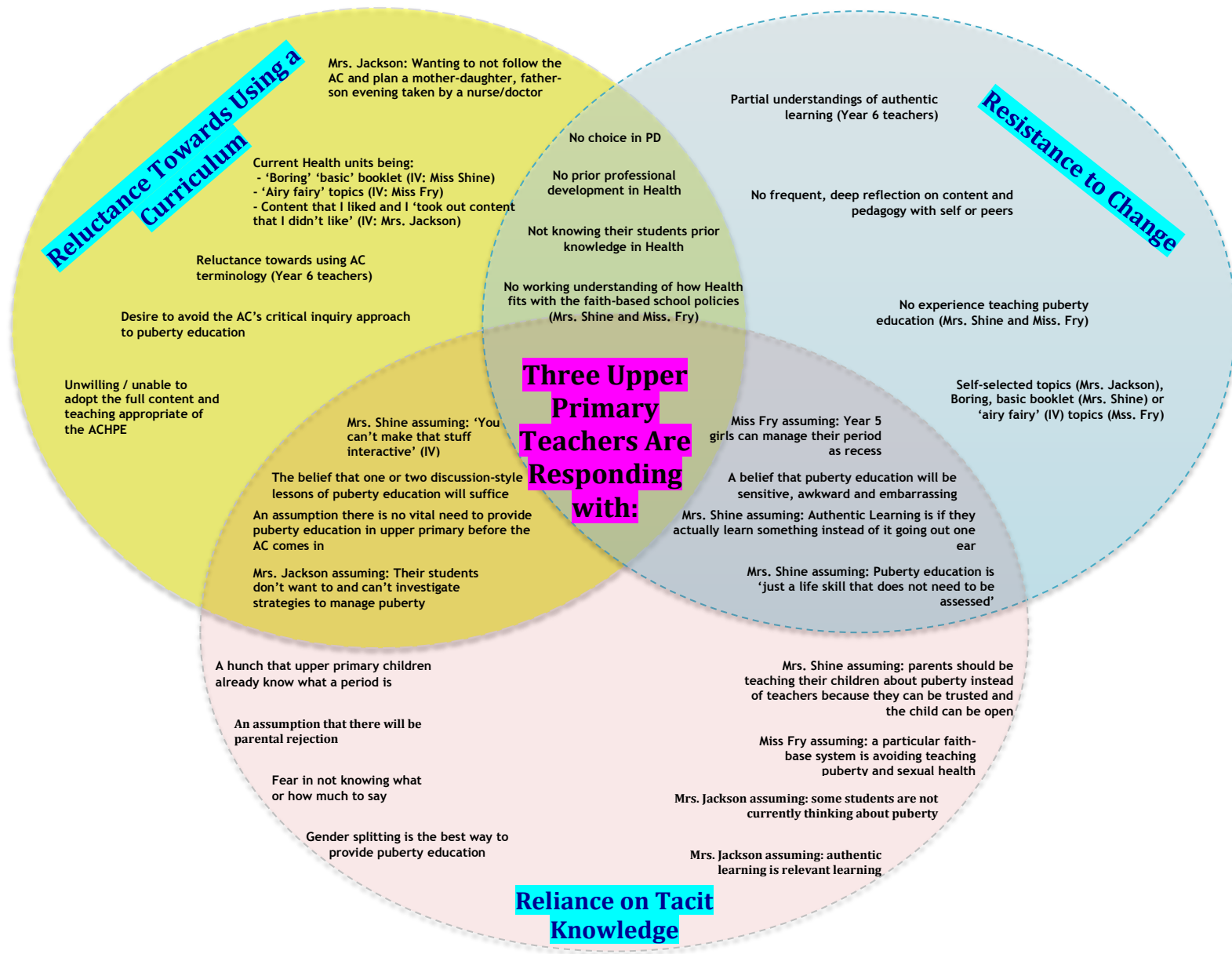
Wiener (2007, as cited in Bryant, 2013) states memoing forms the skeleton of my research, while the constant comparative method forms the full body. This is why memoing occurred during all phases of data analysis, within my coding analysis tables and my reflective journal.

Theoretical Coding

The final iteration of code mapping was to continue fully categorizing my concepts, providing new category names as needed (Saldaña, 2013). This final iteration of code mapping was a part of the final stage of coding – known as theoretical coding (Glaser, 1978; Strauss & Corbin, 1998; Corbin & Strauss, 2008, Charmaz, 2014). A major goal during this iterative process of theoretical coding was to achieve theoretical saturation “when no new information seems to emerge during coding, that is, when no new properties, dimensions, conditions, actions/interactions, or consequences are seen in the data “ (Strauss & Corbin, 1998, p. 136). This involved reflecting on better ways to label the data, which meant I needed to go back and move between initial and axial coding until my theoretical codes could be built from the data.

Diagram 3.8 on the follow page shows the final iteration of cope mapping, developed after reflection on both rounds of interviews. As you will see, final ‘category names’ (Saldaña, 2013) were developed during this phase of theoretical coding, to better capture the findings. I also differentiated between which participant said what, by labeling those findings shared by a specific participant with their name(s), and keeping the findings shared by all as specific descriptors.

Diagram 3.8: Final themes built from data (Final Code Map)



After outlining and describing the deliberate methodological choices of my research project in extensive detail, it is now time to move to Chapter Four – where the findings of this investigation will be given in full.

Chapter Four

- *The Findings* -

Introduction

The purpose of this chapter is to present the data which were collected to answer the central research question:

How are three upper primary teachers in one faith-based school in Queensland responding to the proposed implementation of the puberty-focused content from the Australian Curriculum: HPE (F-10)?

The findings will be shared in third-person (Oliver, 2014), to focus solely on the voice of the participants. However, I will veer from the traditional model of this chapter (Burrows, 2008), to include reflective summaries and microanalyses so as to provide structure to the large amount of data collected.

Therefore this chapter will be in three parts, as per the findings collected from the three participants:

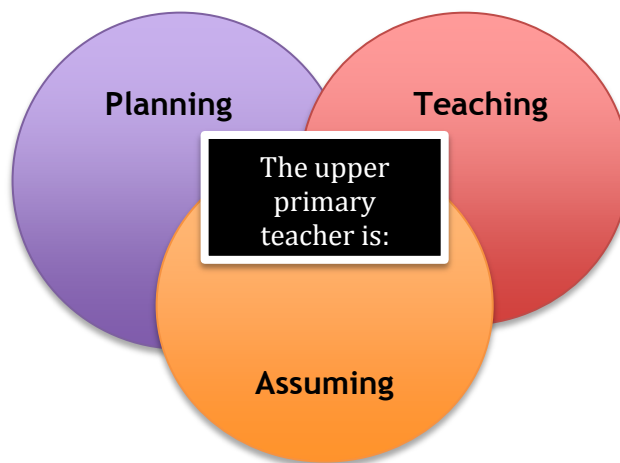
- Section One – Mrs. Jackson
- Section Two – Mrs. Shine
- Section Three – Miss. Fry

You will notice as I unpack the findings in each section, I will begin by sharing how each person became a teacher, their views of learning and reflection, their views of their current health program, their experiences of professional development in the school and their views of the Australian Curriculum. Following this I will then unpack each of their plans to teach the puberty focused content from the Australian Curriculum: Health and Physical Education (F-10) (herein referred to as the ACHPE). This is because learning such information gives a better understanding of the

teachers' philosophical and pedagogical assumptions (Oliver & Kettley, 2010; Minstrell, 2009) behind their responses towards the puberty-focused content from the ACHPE.

Importantly, within the microanalysis (at the end of each section), I will provide a visual representation of the findings, using *Diagram 4.1* below (its completed structure to be illustrated in Chapter Six). I will now show you the findings from each of the participants.

Diagram 4.1: Diagram to be built upon during microanalyses of findings



Section One: Mrs. Jackson

Mrs. Jackson is a New Zealand born Year 6 teacher. She has taught in the QLD faith-based school for five years, with over thirty years total experience, including ten in upper primary.

Mrs. Jackson's Journey in Becoming a Teacher

Mrs. Jackson believes she did not choose to be a teacher, but rather God chose her at a young age. She described first teaching her siblings French words that her twelve-year-old sister had “inadvertently taught” her at the age of five. Mrs. Jackson shared, *“I don’t know how I knew this, I had only been to Kindy.”* Yet she explained her desire to go to training college to be a teacher left her at age 15 when her sister was killed. Following this she describes herself as *“so introverted [she] couldn’t go to training college”* as there were *“too many people there”*. After becoming an office junior she left *“to get away from [her] boyfriend and other things that were really bad at the time”* to start what she calls her *“Jonah experience”*. This is when she left to *“study bookkeeping and commercial practice”*.

After *“probably a month or so”* of studying booking and commercial practice she said, *“the seed [to become a teacher] was put in again”* when she began spending time with pre-service teachers. She explained: *“Because I was a bit older... the older kids got friendly”* and after making a friend with a pre-service teacher, she began going on outings with other pre-service teachers too. She stated it was *“weird”* that other pre-service teachers thought she too was studying to be a teacher and explained she began realising again she *“could do it in a smaller place, a place where [she] felt comfortable”*. *“So then [she] applied to do it...and it was done through correspondence”*. Mrs. Jackson thought she *“had bombed out on the interview...”* [to get into the course]. However she shared that a man, *“who is now a minister”*, told her *“if God be for you who can be against you and... [she] got accepted [into the teacher training course]”*.

Mrs. Jackson believes her teacher training *“eased [her] in gradually” through seeing how different teachers operate and [she] thought well I like that or I couldn’t do that*. During her first year of teacher training being able to *“do one lesson a week and go into the school...was really good [as she] would have different classes”* and it *“eased you in gradually.”* *“The times that [she] enjoyed the most were at two soul-charge schools”* where she taught during practicum. At one soul-charge school *“the principal was involved in building the new school”* and explains: *“you take the whole school”*, and *“just let [her] teach”*. She recalls, *“I think he must of realised I could”* and *“just left me for those days”*. *“The same thing happened up [at another school]”*, where the normal teacher *“stayed home”* and *“knitted cardigans”* while he *“left [her] with the kids and [she] had to deal with every incident that came up”*. During these times she *“couldn’t sort of look up and say help me, [she] had to do it.”* Which made Mrs. Jackson says made her, *“so much more competent dealing with any situation that comes up”*.

However during her first two years of teaching as a graduate she had a *“hard time”* further explaining *“when it is a single church, um you can’t go anywhere else, everybody knows everybody, you come into the place they automatically expect you to know everyone and I married one of their boys and when and when it came to the crunch he didn’t back me up – he said you have got to sort it out for yourself. And I had one mother who was being fed by other mums. And she was making it very difficult.”*

Reflective Summary 1a: Mrs. Jackson’s Journey in Becoming a Teacher

Mrs. Jackson began teaching at “age five”, believing “God chose [her]” to be a teacher. When Mrs. Jackson explained she was unsure how she could know the French words her sister “inadvertently” taught her at the age of 5, does this indicate she mightn’t perhaps understand that learning can occur when being demonstrated concepts by others, especially significant others (i.e. her sister)? I must read into the learning and authentic learning more, so I can reflect on this further.

The times Mrs. Jackson says she “enjoyed the most” during teacher training were when she was given full control over a class, with no supervision. Being a person who previously “had to go everywhere with someone else” now appears to, in a teaching setting, be “dealing with any situation that comes up”. Does Mrs. Jackson like having full control, without supervision of her teaching?

Mrs. Jackson’s Views of Learning and Reflection

Mrs. Jackson believes children learn by, “*osmosis*” as “*they will absorb what you say and do what they hear*”. She shared, “*You can teach them something and they are not going to necessarily understand or get it. But you show them by your actions and who you are and general... If you fly off in the slightest thing you are not teaching them... but they see it and they do it.*”

Mrs. Jackson stated she had never heard of authentic learning, but explained it as “*relevant learning [as] it is learning that has to be relevant for their life today and tomorrow*”. She thinks relevant learning is “*incredibly important*” stating, “*that is why I think algebra is a waste of time, you never you use, you just don’t use it. And in Geography I have got to teach them about South East Asia and things like that and how many of them are actually going to go over there?*” She explains content areas like this are “*not relevant but because it is in the curriculum...what I find I have to do is twist it around so it does become as relevant as possible.*”

In regards to reflection during her teaching, Mrs. Jackson “*sometimes [reflects] mid stream... to take a step back...or extend [a teaching point]*” if “*suddenly the students are interested*”. She also explained that most of the time she does not do any written reflection except when she looks at a unit she “*might have taught last year and think[s] that is right that didn’t work so then [she] will rewrite it*”. While she shared she “*sometimes [reflects]...mid stream*”, she also explained “*If you are going to improve on*

anything you have got to reflect back and look at what didn't work and what did". When asked how she reflects during health class Mrs. Jackson responded by saying: "Because we only have twenty minutes... if they are interested in it we will continue on the next week... or they can do more research at home or get their ideas and we have a discussion."

Reflective Summary 1b: Mrs. Jackson's Views of Learning and Reflection

Does Mrs. Jackson's understanding of learning by osmosis apply to the way she learnt the French words she says her older sister "inadvertently" taught her at age 5? She said: "I don't know how I knew this, I had only been to Kindy". Does she feel she learnt the French words by absorbing what her sister said and then doing what she heard? Does she feel her sister played a key role as a significant other in demonstrating the words?

Mrs. Jackson says "relevant learning" is the term she would use instead of "authentic learning". She gave the example that algebra is not relevant learning as "you never use it". Does she think algebra is not relevant to her students, or is that it isn't relevant to her? How does she know it is not relevant to others in her class? I need to read further into tacit knowledge and authentic learning, and add this to the second literature review.

Mrs. Jackson says reflecting is "important", but says she reflects "sometimes... mid stream" or by rewriting a unit next year. Does Mrs. Jackson believe regular reflection of her teaching strategies and the content being taught is important? I must read into forms of reflection more and add this to the second literature review.

Mrs. Jackson's Views of the Current Health Program

Mrs. Jackson is currently teaching health without apparently knowing her students' prior knowledge stating *"we don't really know what they are teaching prep, one, two, three, four or year 5. So we don't what they have covered or what we need to go over."* When asked if she ever updates her program she elaborated, saying *"it's not worth it [and] at this point in time I am not going to bother changing it until the new curriculum comes in, I have got more to do hahahahhahah"*. Mrs. Jackson shared the process of selecting her content and teaching strategies for her current health class was via the development of a booklet to follow during class time. She explained her content selection by saying *"what happened was when I came into Year 6 there were no Year 6 teachers from the previous year. And I just had sort of what they had. I went through it and sort of threw out what I didn't like and kept what I did and that was sort of the program"*. Mrs. Jackson explains that her current health program runs for twenty minutes a week, apparently *"they generally get through most of it because when I looked at it I thought too much of that – I took out what I didn't like"*.

When asked how her current health program fits with her Christian worldview and she immediately replied, *"Oh it is very important... it might just be a Christian worldview. There is so much out there that is detrimental to our health...[she lists drugs, alcohol, smoking, fitness, diets, pressures, media] but to know these things, even to give the kids a basic outline of what a good health diet is, as long as the exercise, the best sleep, the water, all the elements"*. She did not elaborate on this anymore.

Mrs. Jackson was also asked if she has ever had children ask her questions about puberty related topics before. Mrs. Jackson explained, *"Ah, not really. I have had some girls especially have their, um they are menstruating [and] they already knew what it was all about. Their parents have been good, worked with them...Mmmmmm oh there has been the odd questions. I mean I can't even tell you what they are. The odd ones have come up and we've, I've just said the bare minimum that would satisfy, or even asked you know"*

why are you asking that question?... Yeah and then you just sort of go from there, telling them what they need to understand or if it is some that is a personal thing I say look come see me later. There might be 2 or 3 girls come together and talk about it or, or if it is a boy thing we will say look get the deputy principal and talk to you about that.”

Reflective Summary 1c: Mrs. Jackson’s Current Health Program

Did Mrs. Jackson check the Essential Learnings for HPE (The QLD Curriculum Framework for Health) to ensure she was including all that was needed when ‘throwing out’ was she didn’t like for Health? This indicates a resistance towards using a curriculum document. This also seems to connect with the literature regarding signs of self censoring topics in which a teacher may not want to teach (as per the national (Goldman, 2010b; 2012) and international literature (Sinkinson, 2009; Oh et al., 2013; Hickey & Jin, 2010; Craig & Ross, 2008; Craig, 2009). Consequently, Mrs. Jackson also does not seem to know the content – part of the Australian Professional Teaching Standard 2 (Know the content and how to teach it) (AISTL, 2012). This seems to indicate a resistance in using curriculum and policy documents when planning.

Interestingly, if children do learn by ‘osmosis’ as she puts it, (‘they well absorb what your say and do what they hear’ (IV)) how, then, will they learning puberty related concepts with her? If what they are hearing is that such questions will only be answered with the ‘bare minimum’, what will they ‘absorb’?

Mrs. Jackson’s Views of the Professional Development She Experiences

Mrs. Jackson explained that her school does not provide any choice for PD, and all professional development is provided for her without any say in what she does. She explained that because of a cut in professional development hours she can no longer choose some of her professional

development, and in return the school gives it to her. Mrs. Jackson shared her past experiences of having PD for the new AC documents at the school, saying they are sessions where they say, *“this is where you have to be”*. She shared during the last curriculum meeting for Geography she was given a resource for which meant she had *“to rewrite a whole nuther’ one [unit]”* when she said they later discovered the provided resource was partly written for the grade below. While she has not engaged in any PD regarding puberty education, she explained that the only extra PD she would want would be to learn the correct politically correct (PC) language to use. When describing types of current PD provided Mrs. Jackson explained: *“You have your health and safety blah blah blah blah”* along with *“first aid”* and *“Case and Cape”*.

Reflective Summary 1d: Mrs. Jackson’s Views of the PD She Experiences

Mrs. Jackson says her school does not provide choice in PD. This appears to mean even though Mrs. Jackson feels she would need PD to learn the correct PC language to use. However she will not receive it unless on the agenda of the school. This seems to align with the literature which shows a lack of choice in PD does not make teachers feel like active contributors to their PD (Loughran, 2010; Compton, 2010; Hardy, 2008). I will continue reading into the literature about this and add it to the second literature review.

Mrs. Jackson’s Views of the Australian Curriculum (AC) in general

Mrs. Jackson explains, *“I don’t use the proper jargon”* of the AC, which in her view has *“far too much content”*. She believes because of the excess amount of content in the AC documents *“you can not get it done um in a way that the kids are going to get enough out of it to help them”*. She also elaborated on this point, saying it affects their learning negatively, *“especially in the lower grades”* and thinks they should *“get them to do*

their reading, their writing, their maths' and a little bit of SOSE or science." When asked if she has spoken to lower grade teachers about she replied: *"Well yeah I have heard one other teacher say that. But it is just my own – you know, when you get kids coming into Year 6 that don't put capital letters in their sentences, don't put full stops, they do not know their times tables. What are they filling their minds full of? What are they spending their time doing?"*

When asked how these new documents compare to the old QLD documents she answered: *"Well I really don't know what the old curriculum documents were [in QLD]"*... and she then explained when she first came to the school to teach music, *"there was really no curriculum for music."* When she moved into her current Year 6 job from being the music teacher she *"just used what they [the other teachers] were already doing"*.

After being asked how prepared she felt using these new AC documents she explained, *"Is anyone ever adequately prepared?" "Because health ideas change so quickly... you know what do you teach the kids? And this is where you go back to the good old basics that you have been teaching for years and years and years and years"*, stating it is *"absolutely"* necessary to deviate from the curriculum.

Reflective Summary 1e: Reflecting on Mrs. Jackson's view of the AC in general

Mrs. Jackson says she *"absolutely"* feels the need to deviate from the curriculum to teach *"the good old basics"*. Yet how do these good old basics compare to what is listed in the AC documents? Again there seems to be a resistance in using curriculum documents and a resistance to change.

She says there is too much content in the lower grades taught through the AC documents, and has heard one other teacher talk about this. She explains she knows there is too much content taught in the lower grades

because of the lack of knowledge in timetables, capital letter usage and full stop usage among her students in Year 6. Does she feel the AC documents are causing negative effects on younger students learning their timetables, capital letter usage and full stop usage as they did before the AC? Has she looked at the content listed for the lower years in comparison to the old curriculum?

When Mrs. Jackson explained she “just used what they were already doing” in each subject when she came into Year 6, she did not appear to check her teaching against the respective curriculum frameworks. When she says she doesn’t use the proper jargon of the AC. This indicates a resistance to change and seems to reflect the national literature (Goldman, 2010a; 2012) and international literature (Sinkinson, 2009; Oh et al., 2013; Hickey & Jin, 2010; Craig & Ross, 2008; Craig, 2009) that having a curriculum doesn’t necessarily mean a teacher will implement it as it is intended.

Mrs. Jackson’s Plans to Teach the Puberty Focused Content from the Australian Curriculum (AC): HPE (F-10)

Mrs. Jackson firmly holds that the ACHPE has “*too much content*”. When asked to open up the ACHPE online she could not independently find the current document. She explained that she had a print of out the document but could not locate it. After reading the puberty focused content and teaching strategies she thinks the word ‘strategies’ should be replaced with ‘ways’ to manage changes [associated with puberty]. When reading the content descriptor saying for students to investigate strategies to manage the physical changes associated with puberty she questioned, “*Can you manage them [the physical changes associated with puberty], no you can’t manage them because your body is going to do that anyway*”.

In regards to the teaching strategies/ content approaches listed by the ACHPE Mrs. Jackson thinks, “*personally I think at Year 5 and 6 they just want to be told*” and they “don’t want to” investigate the strategies to

manage the physical changes of puberty, as the curriculum lists. Mrs. Jackson believes her students are thinking, *“give us the information”* while she shares she is thinking: *“this is what you are going to go through”*. She then stated she sees benefit in the first and third content elaboration of the puberty focused content descriptor. However she also explained: *“not the researching or investigating age appropriate text and web based resources [the second content elaboration], the teacher can use them but not the kids.”*

Mrs. Jackson is apparently unsure what the ACHPE means by ‘examining the range of products available to manage the physical changes associated with puberty’ as she explained, *“I don’t know that they are meaning there, whether it um pads and tampons for girls... the only thing [boys] deal with is condoms. Is that including drugs? Do they mean razors? Do they mean toiletry products?”*

As she read the ACHPE stating the need for Years 5 and 6 students to explore a range of age appropriate texts to manage the physical changes associated with puberty, she explained: *“When you have got kids who are autistic or have Asperger’s and you have got other kids who sex and puberty is the last thing on their mind... and you have got ones who are suspended for talking about lesbian behaviour, what then is age appropriate text? And where do you find that range of products? Is there a range of products?”*

When asked what she would do if she was required to implement the puberty focused content and teaching strategies she replied by explaining: *“I would have a doctor or nurse actually taking it”* through a *“mother-daughter, father-son evening”* like she had as a child. If she had to provide it herself she described, *“This is where I would get the deputy principal who happens to be a male to take the boys and maybe then the principal and the P.E teacher could take the boys away”*. She explained that she would then take the girls while the boys are taken away. However she held that, *“the first person or first people [students should go to with questions regarding puberty] are to be your parents and it should be reiterated right way down,*

you know if you do not understanding something and your teacher – you are too embarrassed to ask your teacher ask your parents”.

When Mrs. Jackson was asked why she would gender spilt puberty education she explained, *“because they giggle and they get silly”*, and *“boys don’t want to hear about periods”* while *“girls do not want to hear about wet dreams and uncontrollable erections.”* Mrs. Jackson went on to explain, *“where as if the boys are hearing the girls are getting embarrassed, and the girls are hearing the boys are getting embarrassed”* in separate classes then she says it is better. When asked how she could teach to ensure the students experienced minimal embarrassment she responded: *“Just use it. Argh what is the word. This is where it gets really hard today in this PC world. You know if a kid is sitting there playing with himself you say leave your penis alone... [but the children would reply] Oooooooh you said the word penis – you know? Well that is what it is called. [So I would] just matter-of-factly [talk about the body parts] and then move on.”*

When she predicted what her girls gender spilt class would be like during a class on puberty she explained that the girls will feel embarrassed, particularly those who haven’t got their period yet, who haven’t experienced breast development or who have pimples or pubic hair. Meanwhile she predicted the boys would see the physical changes associated with puberty as *“macho”*.

Mrs. Jackson plans she will *“just go into the basics of puberty”* with the girls and would get a male to take the boys. She explains that she will still have a booklet to teach health from but puberty education will not be part of the booklet, but rather a separate thing, *“cause you are going to get kids, the immature ones, that will flip through their book and they would find it and... [there would be] silliness, um tittering over it.”* When questioned as to how she would teach puberty education if it was included in her booklet, Mrs. Jackson replied, *“I don’t know what at this particular – I haven’t actually thought of anything”*...*“look apart from preparing them by saying look*

there is section here [in her booklet] on sexual education and we will get to it, there is no point in being silly about it, we are all going to be doing it together.”

When asked what resources she would use she explained a resource she had located on the Internet is good as it, *“puts it in quite a simple way”*. She says while the resource she found is for parents and caregivers for students with a disability, she likes the simple activities. She says she would get them to *“identify the different body parts which is really important”*. For assessment, she would: *“have an assessment task on correct body parts and possibly the basic changes during puberty so the girls know what the boys go through and the boys know what the girls go through but not as detailed as you would have in [the] spilt lessons.... so they do not look at the boys and get all embarrassed – especially if they have boyfriends in the class. [And] I do not think the questions would be incredible specific...list three changes that your body will go through when you reach puberty, so it is relevant to them.”*

In regards to how an specific faith-based school would take on puberty education in comparison to a state school, Mrs. Jackson explained, *“No I do not think they would take it on just like a state school because I have been to a state school where they have actually shown kids actually how to use a condom and using a banana... there is no way that [specific faith-based schools] would do that... the moral side is totally different.”*

Mrs. Jackson would provide puberty education *“probably more towards the end [of Year 6] um at the beginning they are still 10 and 11. I mean I know some children develop a lot earlier than others these days but they are still not mature enough to handle it as a big group.”*

Micro Analysis 1f: Reflecting on Mrs. Jackson’s reactions to the puberty focused content and teaching strategies of the ACHPE

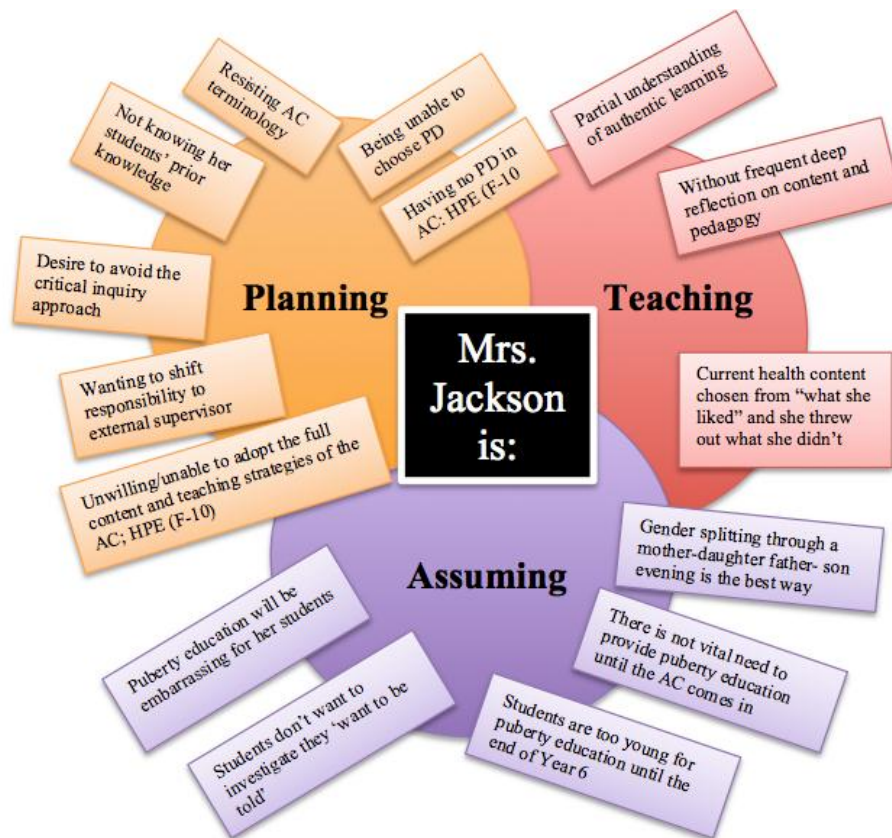
Mrs. Jackson believes your body is going to manage the physical

changes associated with puberty, and initially questions if you can in fact manage the physical changes. This seems to directly disagree with the puberty related content descriptor in the ACHPE. If she does disagree with the wording and approach, this indicates she may potentially avoid teaching it, as national literature (Goldman, 2010a; 2012) and international literature (Sinkinson, 2009; Oh et al., 2013; Hickey & Jin, 2010; Craig & Ross, 2008; Craig, 2009) suggests may result.

She also appears to disagree with the AC approach to teaching puberty, saying Year 5 and 6 students do not want to investigate strategies to manage the physical changes associated with puberty. This seems to indicate she does not know her students and how they learn (Australian Professional Standard for Teachers 1 – Know students and how they learn (AISTL, 2012)), as at the Year 5 level are able to ‘investigate’ (ACARA, 2014f). It seems Mrs. Jackson needs professional development in this area.

In response to the data collected from interviews with Mrs. Jackson, I have developed *Diagram 4.2* on the next page to visually represent the Mrs. Jackson’s approach. As seen in *Diagram 4.2*, Mrs. Jackson is planning, teaching and assuming things, all of which she has shared during the interviews.

Diagram 4.2: A Visual Representation of Mrs. Jackson's Approach



Section Two: Mrs. Shine

Mrs. Shine is a Grade 6 teacher at the QLD faith-based school. She has taught for a total of two years, both in the QLD faith-based school.

Mrs. Shine's Journey in Becoming a Teacher

Mrs. Shine explained her journey in becoming a teacher, stating, *"When I was younger I thought that God was wanting me to be a missionary",* however she *"thought about it and went ok I can't just be a missionary"*. Mrs. Shine explained, *"I needed to have some kind of qualification so I decided teaching was a good one cause I could use that to be a missionary. I knew I obviously didn't end up being a missionary" but "I wanted a career that allowed me to not be in an office and interacting with people...[and after looking into nursing, dietetics and food tech teaching] ended up in primary"*.

In regards to her teacher training, Mrs. Shine explained, *"all the training prepared you for what you do in the classroom. I suppose very directly. Um some things you learn in college aren't very useful. Ah ha but then other things are and [I] use what was useful in the classroom."*

Micro Analysis 2a: Reflecting on Mrs. Shine's reasons for becoming a teacher

Mrs. Shine knows she didn't end up being a missionary...she didn't end up following what she thought God was wanting her to do. When describing that she wanted a career out of an office I particularly noticed the word she used: 'career'. She "wanted a career". Did she choose to stay in teaching because she "wanted a career" as opposed to becoming a missionary?

If she believes her training prepared her for what she does in the classroom, how will this look if she is exposed to a new skill, content

base or teaching strategy she was not trained to use in college? What will happen if the new skill or content is beneficial to her students, but she does not see it to be?

Mrs. Shine's Views of Learning and Reflection

Mrs. Shine believes children learn, *"When they are interested in it... So if they are interacting with others sometimes and when they have an interest in a topic then they learn."* She also explained her idea of authentic learning, stating, *"I suppose authentic learning would be if the kids actually learn something... Rather than just listening and it going out the other ear. So if they can actually remember it and tell their per- parents what they have learned then yeah."*

In regards to reflection, Mrs. Shine explained, *"I suppose I, I never formally reflect. As in I don't sit down and write a reflection. But like I will often pull out my programs and write on the program in pencil. Like oh this took two periods of maybe add this activities in or things like that and then I modify it when I look at it the year after. And I just ch – slightly change bits and pieces according to what works, what the kids learnt, what they need to focus more on. So yeah that is probably my form of reflection."*

Micro Analysis 2b: Reflecting on Mrs. Shine's view of learning and reflection

By Mrs. Shine saying 'if they have an interest then they will learn', she seems to be implying children learn things when they are interested in it. She also seems to have a notion that if children learn something, remember it and tell it to their parents then the learning is authentic. Does she really believe authentic learning is only authentic if they are able to share their learning with their parents? Why just their mention their parents in her definition? How else is learning authentic in her eyes?

Mrs. Shine explained that she never formally reflects. To her formal reflection involves sitting down and writing a reflection. Does she ever deeply self-reflect about the way she has taught? What about reflection with her peers? With her students? With a curriculum document? I need to review the literature more in regarding to effective forms of reflection, and responsively place what I find in the second literature review.

Mrs. Shine's Views of the Current Health Program

After being asked how her rationale of learning fits with her teaching of Health she explained, “ *Um. We basically teach – we have got a booklet and we work through the booklet and then I kinda’ have just added activities to that content base um because it’s not very long... It’s usually right before swimming. So it usually gets cut a little short but we always ah um talk about it. We discuss things a lot and we will sometimes do an activity.* ”

Compared to all the other subjects that she teaches, Mrs. Shine’s Health class “*is only 20 mins and at this school the stuff we teach is the stuff they have learnt over and over and over again every single year.* ”

In regards to introducing new content, Mrs. Shine explains that is “not really” something that happens. She elaborated by saying, “*As far as I can see it is probably similar to every year. Similar. I mean we still cover physical health, we do exercise, we cover you know eating healthfully, um we cover bullying and conflict resolution. I am not sure if the other grades do conflict resolution. But it seems like there is nothing new whenever I teach it. But they like discussing it and talking about it. We never get through anything. We start a page to do like a content of that page and we get through part of it because they are always off with the discussion.* ”

Mrs. Shine explained that her student booklet in which her Health class is based on “*Is a boring booklet...just like basic*” and she “*kind of just uses it and then like modifies [parts of it]...as a whole activity...* ”

In regards to current assessment, Mrs. Shine explains that her students make menus, keep a physical education diary, take tests, make posters and do role-plays. She explains, *“it is not real formal assessment – [stating] I do not have a rubric at this point”*.

Mrs. Shine apparently believes, *“it will probably be good to change it [her current health program] and have more specific in what [she is] teaching in each grade level and yeah it will probably be better in the long run.”* When asked about how her current health program fits with her Christian worldview, she explained, *“it does fit. Because to be a Christian you need to look after your body – [it] is a temple of God. So it is all about looking after yourself so yeah.”* Mrs. Shine also explained that health, sexuality and puberty fits with the faith-based school policies and practices, *“normally, as part of it. [Then stating] it is all a part of growing up. You can’t avoid it.”*

Micro Analysis 2c: Reflecting on Mrs. Shine’s view of her current Health program

Mrs. Shine teaches from what she calls a boring, basic booklet that she modifies by sometimes adding an activity to. She also shared that because Health is timetabled right before swimming it can get cut short, but they always talk about it. This seems to indicate a timetable issue, an inhibitor to effective education listed by Goldman (2011a).

She explained there ‘are a lot of things we haven’t changed because we know it will’. If there is a lot of things that need changing, why are they being put on hold? Are these health topics not important enough to her? What concerns me is it seems she lacks a scope and sequence in Health. How can she be implementing best practice without knowing what her students have learnt in prior years in Health? There seems to be a resistance to change and a resistance to use the current HPE curriculum to plan learning sequences appropriate to her students (as per the current HPE curriculum used in QLD). Mrs. Shine also does not seem to know the full content in Health – part of the Australian Professional Teaching Standard 2 (Know the content and how to teach it) (AISTL, 2012).

Mrs. Shine's Views of the Professional Development She Experiences

For professional development at the QLD faith-based school, Mrs. Shine explains that *“usually someone comes to the school and we learn something from them more than us going out anywhere.”* However, Mrs. Shine explained that in the past when she was first that school *“you used to get one PD per teacher that you could go off to and you got like a day a year. Since they reduced the hours to 30 to 20 now it's not happening”*. She also explained *“we get people come here [for PD] or we do OH&S training and that goes down as PD um so yeah that kind of thing.... oh we have kind done things more about the standard, like the teacher standards.”*

Micro Analysis 2d: Reflecting on Mrs. Shine's view of her current Health program

I noticed Mrs. Shine is unable to choose PD, as school chooses it for her. She explained this is due to hours being reduced. The PD that she describes sounds like people coming in and showing them things. If her PD sessions are about being shown how to do something, this indicates her PD sessions seem to be highly instructional – they are about telling and showing her what to do. Yet national and international literature shows if professional development is engaged through a top-down or seemingly disconnected way to a teacher's classroom reality, it is unsuccessful and unauthentic (Buczynski & Hansen, 2010; Loughran, 2010; Compton, 2010). How authentic is the PD at the school in general? I need to research further into PD and learning and put this into my second literature review.

Mrs. Shine's Views of the Australian Curriculum (AC) in general

Mrs. Shine explained that the only discussion regarding the AC in her school that she knows of has been about the work it creates saying, *“mmm other than all the work it goes – all the work it creates. Like oh I have got to*

write the new program here or I am trying to I am trying to work out what to pull from what we had in SOSE to put in Geography... ”

Mrs. Shine shares that adjusting to the Australian Curriculum was, *“hard for me because when I arrived in my first year from college I hard learnt NSW words... and then we came here – I came up here, not only was I dealing with QLD wording I when then having to get my head around national curriculum so they didn’t teach us... Yeah I still don’t – I still call them outcomes. I think they are content descriptors or something.”*

She described the whole process of learning to use a new curriculum as *“really overwhelming because my first curriculum meeting was like ahhhhhhhhhhhhhh ahahahah ah I don’t know all these words. I more ignored the wording and just made sure I was teaching what I was suppose to teach and you know wrote programs looking at the content descriptors and overview.”* Mrs. Shine also explained, *“I know there is like an overview – the kids are suppose to know this by the end of Year 6, I use that and kind of the things I call outcomes that aren’t actually outcomes and I use those to create my units.”*

Mrs. Shine also explained the other AC elements she has to incorporate, including *“the cross curriculum priorities – that is how things integrate. So if you are running an English unit does it integrate maths into it. So it is going to be harder. Because we try and teach a lot like high school does to get them ready for it and try to separate things out but it is just not going to work so well because we are going to end up with things like business and stuff.”*

Micro Analysis 2e: Reflecting on Mrs. Shine’s view of the Australian Curriculum in general

Mrs. Shine sees the Australian Curriculum as a source of additional work, particularly work in writing new programs. She finds it “overwhelming” to use the AC terminology and says she still calls

content descriptors outcomes. This seems to indicate a resistance to change and a reliance on tacit knowledge. By ignoring the new words she is exhibiting what Minstrell (2009, p. 219) calls the ‘confirmation bias’, where she is focusing on the aspects of the new idea that best align with her current views. This also seems to reflect national literature (Goldman, 2010a; 2012) and international literature (Sinkinson, 2009; Oh et al., 2013; Hickey & Jin, 2010; Craig & Ross, 2008; Craig, 2009) that suggests having a curriculum doesn’t necessarily mean a teacher will implement as it is intended to be implemented.

Mrs. Shine’s Plans to Teach the Puberty Focused Content from the Australian Curriculum (AC): HPE (F-10)

Mrs. Shine shared she has had no PD or discussion about the new Health curriculum stating, *“it hasn’t even come up. In our heads its just ages away, so we just deal with one thing at a time. This year we are working on Geography so the year that Health gets introduced there will definitely be discussions but for now not so much.”* This Year 6 teacher believes the ACHPE in general, *“is alright. It does what it needs to do.”* She also believes *“they have – they have put in too much.”*

During the interview I asked her to go online and open the ACHPE. She went on the old website. I explained that there was a new site and showed her. She replied, *“I suppose that is where they are putting up what they have written.”*

After showing her how to locate the puberty focused content descriptor for Years 5 and 6 on the main AC website, she explained, *“Investigate resources and strategies to manage changes. Strategies. Oh ok mmmm hmmm hmmm products available to manage the physical changes ahaha ahaha ha ha ha that is interesting... Resources popped out at me. Cause that means you have got to find something to manage the changes. I suppose resources in that way mean the products available. Ha ha ha ah yes so you are looking at how to deal with the changes and how like the strategies to*

deal with them and also actual things to help you deal with it. It makes sense because I mean kids at this age hit puberty... at least the girls do... another one this year a couple of weeks ago."

She further explains a particular girl who 'hit' puberty in her class, elaborating that, "She didn't really outright say it I kind of guessed in the end and she is like yeah. And so I got her a pad and she went down to the bathroom ha ha ha ha ha ah ha ha. So that has happened already so it always happens in Year 6.... So she knew what it was, cause I was like has your mum told you about this? And she is like yes yes she has. So she wasn't worried, no. I was kinda like - Yay congratulations you are a woman. So looked at me like um cray – like I am nuts ha ha ha haah ha ha ah yes so um so yeah I think it would be worthwhile.

Mrs. Shine believes "...realistically parents should be teaching it. Because then it is coming from someone they really trust and they can actually be open with. Like I mean yeah I know them all yeah and they do trust me but parents are a different thing again and I suppose then they get to choose, then parents get to choose when they really want to share it but it should be shared by now. Yeah because they will hit puberty by now, they start to, the girls do at least."

If Mrs. Shine was to teach puberty related topic using the AC, she "would like spilt them into boys and girls and you know we would need a male cause we have only got two female teachers in Year 6 we would need a male to come in and teach the boys and then the females could teach the girls and I think that would be the best to implement it. Just doing things like discussion based things."

I then asked her to further describe the ways she thinks she might implement this in the classroom, and she said, "I don't know. It depends on. I think this is really just a life skill thing. I mean I really wouldn't see the need to assess that. Ah ah ha um like. I don't think it needs to be. I mean obviously if it comes apart of the curriculum it will have to be um but things like that you

would just talk about it and the kids would remember that kid of think because it is so out of the normal. They would remember that. And its practical so the kids are not going to go like oh I don't need to know about how to use a pad. Like they would know that it is a practical, necessary thing of life and they would actually remember it. You don't need to assess it if they remember it in my opinion. But more discussion."

Furthermore, Mrs. Shine says she would *"only give one lesson... in an entire year"* or *"even a double period"* for the puberty-focused content listed in the ACHPE. She explains that she *"would want to do it in one go...get permission from the parents...and that way if the parents are not comfortable with it being taught to their kids they can pull them out..."*

Mrs. Shine elaborated on the need to involve parents saying parents *"should be able to decide that and it is a problem if they are going to force it. But then who is to say if that parents just says my kid is sick today and that happens...So at least if you tell them they have that chance. Yeah and if you had to assess it I suppose what you could do is send something home with the family to fill in. Then maybe the kid could write a summary of what they have learnt."*

If made to teach the boys and girls together when teaching the puberty focused content Mrs. Shine believes, *"they would be very awkward. I mean I could do that but I think that the kids I don't think they'll share. Like the girls are not going to be hugely comfortable going when I got my period this happened in front of the boys...And the same thing with the boys. Are they going to be fully comfortable asking questions of a private nature to a girl who has never experienced it? Yeah I think it is better to have it spilt."*

When then asked how she knew her students would feel uncomfortable she explained, *"Cause I remember I did."*

When asked about any puberty related questions Mrs. Shine might have had in her classes she said *"no"* she doesn't get any such questions. While she does *"get kids who have their period by this age [she says] they know what*

it is...[and are] still a little self conscious about it.” Mrs. Shine then described a stash of pads that she keeps in her cupboard for those girls needing it, saying “last year there was quite a few and they knew they could come to me and I could like hide it for them in a hat and they could go out and yeah use it.”

When asked how she knew students in her class had their period Mrs. Shine replied, *“Sometimes the parents and sometimes the kid would say enough that I knew what it was. So like I am feeling really sick in the... Well as a woman you know. But I mean they never ask what is it or why am I bleeding like um they obviously have been taught that.”*

When asked if she would want any PD regarding ways to teach puberty-focused content she responded by saying it *“would be a useful thing to have because we haven’t had to teach it before and it’s a very sensitive topic.”* She wants to know from PD *“how much to share um that is still within the appropriate bounds he ha and that’s a hard thing when you get into those topics what is appropriate cause you can’t just start sharing personal stories. So how to teach it without sharing personal experiences would be tough.”*

Nevertheless Mrs. Shine believes teaching puberty focused content is still good to *“clarify any misconceptions cause sometimes kids would be told by their parents clearly sometimes they would not be told they are just told by friends and get incorrect concepts. And perhaps they might not really understand it fully. So I think it would be useful and definitely before grade 8 or 9. Whether or not it is a Year 6 thing or Year 7 thing I don’t know.”*

Micro Analysis 2f: Reflecting on Mrs. Shine's reactions to the puberty focused content and teaching strategies in the ACHPE

Mrs. Shine says there has been no discussion or preparation for the new curriculum, which apparently has too much content. She claims to know when students in her class have their period, because she says as a woman she can tell. She seems to be relying on her tacit knowledge by making such assumptions based on intuition (Polyani, 1996; Tiwana, 2002 & Dudley, 2013).

She believes puberty-focused content doesn't need assessing because it is a life skill that she assumes they will remember. She also says one or two lessons of puberty education will be enough. Thinking it is ok not to assess content seems to indicate a lack of mastery in Standard 5 – Assess – provide feedback and report on student learning (Australian Professional Standard 1 – Know students and how they learn (AISTL, 2012) [see Appendix 21]) Overall she assumes parents would be a better source of puberty education because children can trust their parents more. What about children who potentially do not trust their parents? What about children who do not talk to their parents about puberty before they reach puberty?

She also believes puberty-focused topics are sensitive and will hard to teach without telling personal stories. This seems to be linked to the literature that suggests puberty is a highly sensitive topic to talk about (Formby, et al., 2010).

Now that I have unpacked the data collected from the Mrs. Shine, I will now show you *Diagram 4.3* on the next page, which is a visual representation of her approach. I have 'tagged' on descriptors taken from the findings onto each of the coloured circles, as shown below.

Diagram 4.3: A Visual Representation of Mrs. Shine's Approach



Section Three: Miss. Fry

Miss. Fry is a Grade 5 teacher at the QLD faith-based school. This is her first year teaching at the QLD faith-based school, while she has had eight years total teaching experience. She has taught grades 4-10, with around six years of experiences in grades 5, 6 and 7.

Miss. Fry's Journey in Becoming a Teacher

Miss. Fry believes teaching, *“kind of chose [her], when [she] got the acceptance letter. It was like [her] 3rd choice”*. So while she applied to study to become a teacher, she was rejected to her first two choices, “biology subjects” and “marine biology”.

Mrs. Fry briefly shared her schooling experiences as a student, saying, *“ I went to a [specific] faith-based school and I vowed and declared when I was teaching I would never teach in [the specific] faith-based school [system]. I felt that they didn't do a very good job. Um and that their academic standard was considerably low for what - ah when you hit high school. You were just like at the bottom of the class basically.”*

The Year 5 teacher went to a state high school that she felt “not at all” prepared for, saying, *“students are still feeling that that especially when they are the schools that are stand alone primary schools and then go to a different high school... But I did a prac there at an [faith-based] school”* which she described as helping her to get a job in the [specific faith-based] system.

Mrs. Fry apparently did not want a job in another school system even though she “vowed and declared” she would not work in a specific faith based school system, stating, *“Oh no. I only applied for, for [a specific faith-based school system] after I went to [a particular] college [for a practicum].”*

Micro Analysis 3a: Reflecting on Miss. Fry's Journey in Becoming a Teacher

Since teaching was her third choice, Miss. Fry had other aspirations of having an alternate career. Does she still wish she had gotten into biology subjects or marine biology? Likewise teaching in a specific faith-based school system was not her first choice originally, as she had 'vowed and declared' she would never teach in this system. Why is she remaining here? Is she happy in this system? Nevertheless she still apparently believes students who go to a specific faith-based school system are feeling unprepared for high school, particularly in stand-alone primary schools. This seems to indicate a reliance on tacit knowledge as she is assuming this based her single experience. Again, I need to read into this further (reliance on tacit knowledge) and place this in my second literature review.

Miss. Fry's Views of Learning and Reflection

Miss Fry believes children learn, *"from their own experiences, they learn from experiencing hands on activities. They learn from repetition and rote learning. They learn by researching."*

She described authentic learning by sharing, *"In the maths program that I used to run you had to structure each math lesson according to certain letter. And its 'ramra' and you have to make it real and the other one is stand for *mumbles*. But when you run your math lessons according to those letters you have made your learning experience authentic and you have related it to the real world with the kids."*

Miss. Fry thinks authentic learning is "very" important, explaining, *"I guess the kids have to have a concrete understanding of why they need to learn it. For this day and age. Like maybe when I went to school you just go to school because you have to and you need to learn this because you have been told to but I think with kids like in the 21st century they need to be*

aware of you know what – the jobs that are out now are not really going to be around when, when they are finishing school. So just making it a little bit more real for them. It comes back to also how they learn. And in the classroom they don't have to, it's really hard sometimes and you have to make a conscious decision to structure your day to cater for all your learning styles. You just have to be aware of it."

In regards to reflection, Miss Fry shared the role of reflection in her teaching is *"Looking at ways what worked well, what didn't work well and ways you can improve."* Ways in which she reflects include *"on the go reflecting [where she is] swapping and changing if something isn't working you can swap and change it um...Are it should [also] look like writing up a report to put with that unit as a grade 5 cohort. It should but it doesn't always. I used to have a bit of a checklist or something or some questions about it and it always should to be attached to the end of your unit."*

Micro Analysis 3b: Reflecting on Miss. Fry's Views of Learning and Reflection

Miss. Fry described different ways children learn, acknowledging that children are the key players in their own learning ('learning from their own experiences, from experiencing hands on activities, from repetition, rote learning and researching'). Miss. Fry seems to have heard of authentic learning in a past mathematics program. I noticed when she described authentic learning she explained it is relating 'it to the real world with the kids'. She acknowledges the co-construction of relating content to the real world WITH the kids. However she also described authentic learning to be 'really hard sometimes'. Does Miss. Fry struggle to differentiate for various learning styles?

Miss. Fry's forms of reflection are "on the go reflection" and she says she should but doesn't always reflect after a unit of work. Does she ever reflect what she had taught against a curriculum document at the end of the unit of work? What about reflection with peers, students or a curriculum document?

Miss. Fry's Views of the Current Health Program

Miss. Fry feels her current Health program needs reviewing, stating *“Well I think the health one obviously needs to be reviewed with what we had last term because we only teach it for two terms. In grade 5 thought I felt that [what was taught] was a bit to airy-fairy. It was on yourself and being a friend and controlling, recognising different behaviours like passive aggressive. I think it is needed but it could be taught in a different way. And maybe if I have looked at it a little bit more I would have done it differently... And we have one 50 min lesson a week that is devoted to Health but I try to integrate it into things in the morning if it is in worship time or if issues arise in about either personal health or like your kids behaviour. And um what is it called with the kids like get older and mature? (Researcher: oh puberty?) Yes things like that”*. For assessment Miss. Fry explained, *“Ah there is a drama and there should have been a test. And there was a um you know you can design leaflets or advertisement to um show people like that they shouldn't smoke.”*

Miss. Fry shared she does not know what she should be covering across the grades, saying *“Um like I know the new health curriculum bunches two grade levels together so I don't know for this school if they have done a scope and sequence [for the current health program] which means you know like in grade five you need to do this in year six you need to do this. So I don't know if that document is [here]. But maybe you can 'sus' that out [obtaining a scope and sequence] when you come [back again] and see if there is a scope and sequence for it for five and six.”*

When implementing her current Health program, Miss. Fry seemingly does not know how her Christian worldview fits with her teaching of health, explaining, *“Oh my Christian worldview? Hmmm, I don't know. So how does health fit into my teaching? Like does that mean like. I don't know what that means. Cleanliness is next to godliness? I don't know.”*

In regards to any puberty related discussion in her current Health program or teaching, Miss. Fry shares she does not have such discussions, stating

“no”. However Miss Fry shares, “there is a girl that comes and lets me know that she has her period. Well I guess they are only allowed one toilet break. But we can still only go at recess and lunch so she needs to just you know [learn] how to manage it, [to] do that at recess and lunch and not have to go during class time.”

Currently, compared to all the importance of other subjects Miss. Fry she says Health *“Is at the bottom. It only takes up one lesson in a whole week.”*

Micro Analysis 3c: Reflecting on Miss. Fry’s Views the Current Health Program

Miss. Fry is teaching from a program she believes is a bit “airy-fairy” in terms of the content covered. Does she feel the topics she teaches during Health are of importance? She admits if she would have looked at the unit more closely before beginning she might have approached the teaching of health differently. There seems to be reluctance towards planning her health learning sequences using the proper curriculum. She does not know what her students have learnt in the past for Health, as she is unaware of a scope and sequence for Health at the school. Again, there seems to be a reliance on tacit knowledge and reluctance towards using a curriculum document. How does she know what she should be teaching? Miss. Fry does not seem to know the content – part of the Australian Professional Teaching Standard 2 (Know the content and how to teach it) (AISTL, 2012).

She does not know how the Christian worldview fits with her teaching of health except for perhaps ‘cleanliness is next to godliness?’ Is Miss. Fry teaching in a faith-based school not having a Christian worldview?

Miss. Fry also explains that because she only gets to go to the toilets during recess and lunch to manage her period, that a girl in her class also needs to learn not to go during class time. Again, why does she assume a girl in her class is able to do this? Does she know this girl knows how to manage her period? Why does she appear to be relying on tacit knowledge here?

Miss. Fry's Views of the Professional Development She Experiences

Miss. Fry shared that at her school *“they have certain staff meeting set aside to look at professional development so there is one this afternoon it is on how to integrate drama into other subject areas. That is professional development arhmm.”*

However, Miss. Fry cannot choose her own professional development throughout the year, explaining, *“We are suppose to choose one a year and you used to be able to and that one was paid for but I have not had that since [the last school I worked at].”*

She wishes she could choose her own professional development, instead of being told what to do, explaining, *“Um yeah. Like I have done a lot of professional development in the areas of math. So maybe just going into some English areas – writing maybe.”*

In regards to professional development for the new curriculum documents Miss. Fry explained she has had *“no”* professional development in how to use the new English or Mathematics curriculum. She feels such professional development is needed *“maybe if you were a newbie... like first year out. But the curriculum I am pretty familiar with how to source it and how to use it.”*

Micro Analysis 3d: Reflecting on Miss. Fry's Views the Professional Development She Experiences

Miss. Fry gets given all her PD at the school, without being able to choose what PD she wants to do. Does this indicate a restriction from lack of choice in professional development? She seems to feel restricted as she wants to do further professional development in English writing but cannot through the school. If the school chooses all professional development, how are they choosing the areas in which teachers feel they need to

improve in? How does the school know what the teachers need to develop in?

She only feels PD for the Australian Curriculum documents is needed if you were a first year teacher. If she is “pretty familiar” with how to source and use the AC documents, why does she appear to not be using the QLD Essential Learnings to plan her current Health program? Has she checked her Health program against the Essential Learnings to check she is covering what is needed? If she hasn’t seen a scope and sequence for Health, why is she teaching content she is not sure she should be teaching? Again there appears to be a resistance to using curriculum documents.

Miss. Fry Views of the Australian Curriculum (AC) in general

Miss. Fry’s explains her opinion of the AC “*doesn’t matter*” but says the AC does make a difference, saying, “*Um yes because schools...are more likely to link in with other schools and topic areas so you can share resources and ideas...and I think it keeps teachers accountable for what they are teaching. When I was first in teaching I picked and chose whatever I wanted. You can’t do that at all. Especially for SOSE and all of those things. Your topic areas are SOSE, history and Geography and you used to be like – oh yeah I like Antarctica...I think we can do Antarctica with that, so you do Antarctica. But now when you look at them they are very specific in what you can and can’t do. And it’s all there in front of you of what they cover in grade 4 and what they cover in grade 6 so therefore you should not overlap. Whereas when I first started I could do Antarctica but I had no idea that the kids had already done Antarctica the year before...You don’t know so you just pick and choose what you like and each school used to have their own kind of scope and sequence.*” Miss. Fry also shared “*Yeah it is fine*” to implement the new AC documents.

Micro Analysis 3e: Reflecting on Miss. Fry's View of the Australian Curriculum in general

The Australian Curriculum replacing the old curriculum “doesn’t matter” to Miss Fry. She says it does make a difference though as it makes teachers more accountable. Does she feel accountable to the way she teaches Health now, not knowing was she should or shouldn’t be covering? She also explains using the AC makes her more accountable as she cannot teach whatever topic she chooses (as she said she did in her first year out). So why then is she appearing to be not following the QLD Essential Learnings for her current Health program? There appears to resistance towards using curriculum documents, a resistance to change and a reliance on tacit knowledge.

Miss. Fry's Plans to Teach the Puberty Focused Content from the Australian Curriculum (AC): HPE (F-10)

When Miss. Fry shared her reactions to the puberty-focused content in the AC she began by sharing, *“So what is covered in grade 5? Cause I don’t know what they are covering in grade 5. [Looks at the online document] Um yep here it is. Health and physical education. I don’t think I have ever seen this. [Looks at the curriculum online] health and safety. Yep. I do feel though that there is a lot of, you repeat the same thing. Teachers don’t look at the um the content descriptors and if you are not interpreting the content descriptors correctly I guess then there is a lot of repetitive. Yeah like the food pyramid and how to eat healthy. It is covered a lot um.”*

Miss. Fry had apparently not looked at or discussed the new Health curriculum, sharing, *“I didn’t even look at it until you were interviewing me ha ha ha. Mmm....well obviously it needs to be updated like all the other things. I do wish though they had differentiated themselves between grade 5 and 6.”*

Miss Fry gave her immediate reactions from reading the puberty focused content descriptor and three elaborations, sharing *“Oh the last one [content elaboration] it says examine the range of products available to manage the physical changes associated with puberty. I mean what kind of products am I going to be showing? I don’t know. Ah ah like ah ahhahaha. Products available to manage the physical changes associated with puberty. I am guessing girls would be like your pubic, your um menstrual cycle. Seriously I have never heard of anyone teaching the kids about it. Like do lady, like do teachers get up and like talk about it? It will be interesting to seen then, what we do with it and how.”*

Miss Fry believes professional development is needed to help her implement the puberty-focused content from the ACHPE stating, *“just give us a demo on, yep on how to teach that lesson. Ah what content to cover and how in depth do you really need to go.”*

Similarly, Miss Fry has needed advice in how to tell her boys in her class that they smell, explaining, *“And I have been going home and telling my housemates – so how do I bring this up – that they stink? Oh see they have only just started stinking and it is not summer now though but I notice it and I am like man some of those boys need to wear deodorant!”*

Miss Fry shared how she would tell her boys they stink, saying, *“Oh I would kick the girls out and sit down with the boys and say look you know we all sweat and get stinky and smelly and you guys are now at the age where you need to be aware of that, and you need to provide yourself with some deodorant.”*

Miss Fry further says, *“serious[ly] you would have to separate your girls and your boys. Because of the age level they are at. And then you can talk to them about their body changes, their hormone changes ah you know and what outwards signs you are seeing. Like you are moody and you get pimples.... Yes and talk about you know everyone is going to go through them and you should just keep your opinions to yourself.”*

Miss. Fry's assessment of the puberty-focused content descriptor *"could [be to] do a test. [Or] you could do an assignment. You could give them scenarios and they could give you like what is this person going through and what kinds of things could, yeah advice that you would give to that person maybe."*

Miss Fry shared her concerns with how she will implement the puberty focused content and teaching strategies listed in the ACHPE explaining she *"still look[s] at it and think[s] how am I going to do this... and do you need to send notes out to parents... Well I guess you wouldn't be sending out a note to asking them to express their concern or something...I think in your note that you send out you would just be informing them that this is what is happen[ing]."* However she *"yeah for sure"* would let parents pull their child out of the class if they did not want puberty related concepts being taught.

If made to teach both boys and girls about puberty in the same class Miss. Fry would, *"Ah ha ha ahhhhhht try not to smile. I don't know you would like oh ohhh still hmm mmm I don't think I would like to teach kids, girls and boys, all in the one class. But I know PE teachers do. Like when they are older but at this level they are just too immature... they would snicker and laugh and look at each other and influence... oh you would just bring in your behaviour management and just [explain] that this is the discussion that we need to have and you need to be aware of it."*

Miss Fry does not apparently believe children can learn about puberty effectively with the other sex, clarifying her reactions to such an idea by stating, *"That is probably the operative word – effectively. I don't think so. No because then you have to think about like it when if they have a question. And are they going to feel comfortable in that environment to ask that question if they are mixed with girls and boys. And are the going to also feel comfortable in asking it even in [a] group. Or then can write down their questions and answer them... Like we don't even talk about it. Like it is something that um we are all very aware of and you give ah you know ah."*

What is the word I am after like. Like leeway cause of, you know um they are experiencing XYZ but really everyone is in their own little boat.”

Miss Fry believes specific faith-based schools do not address issues of health, puberty and sexuality in the same way as other schools, explaining, *“I don’t think that they talk about [issues of health, puberty and sexuality] at all, whereas I know in state schools they do... Even before this new curriculum like even in high school. They [specific faith-based schools] get away with it. Like ah yeah we will just do it next year. Whereas. I don’t know. Whereas in state schools I guess they’re in their departments and things like that. Ah if they [specific faith-based schools] have the right um like professional development and are people coming in and saying yep this is how you can do it and you know it is not that scary. I guess because we are a private school these sorts of things are not talked about in the open. Whereas when you are in a state school it is quite out there language wise, about talking about body parts and sex...But yeah I mean they [specific faith-based schools] definitely should be looking at it.”*

Micro Analysis 3f: Reflecting on Miss. Fry’s View of the Puberty Focused Content and Teaching Strategies listed in the Australian Curriculum

Prior to being part of this research project, Miss. Fry has not looked at or discussed the ACHPE. When she did look at it she noticed that it bunches two-year levels together, meaning there is content listed for both Year 5 and 6. She dislikes this organisation and wants there to be specific content for each year level. There appears to be a resistance to using this curriculum document in the way it is set out.

When looking at the puberty-focused content she is not sure what products to show when discussing ways to manage the physical changes associated with puberty. She has not heard of anyone teaching puberty-focused content to children and is not sure if she has to get up and talk about it with her students. She would like a demo in what to do and how much to cover.

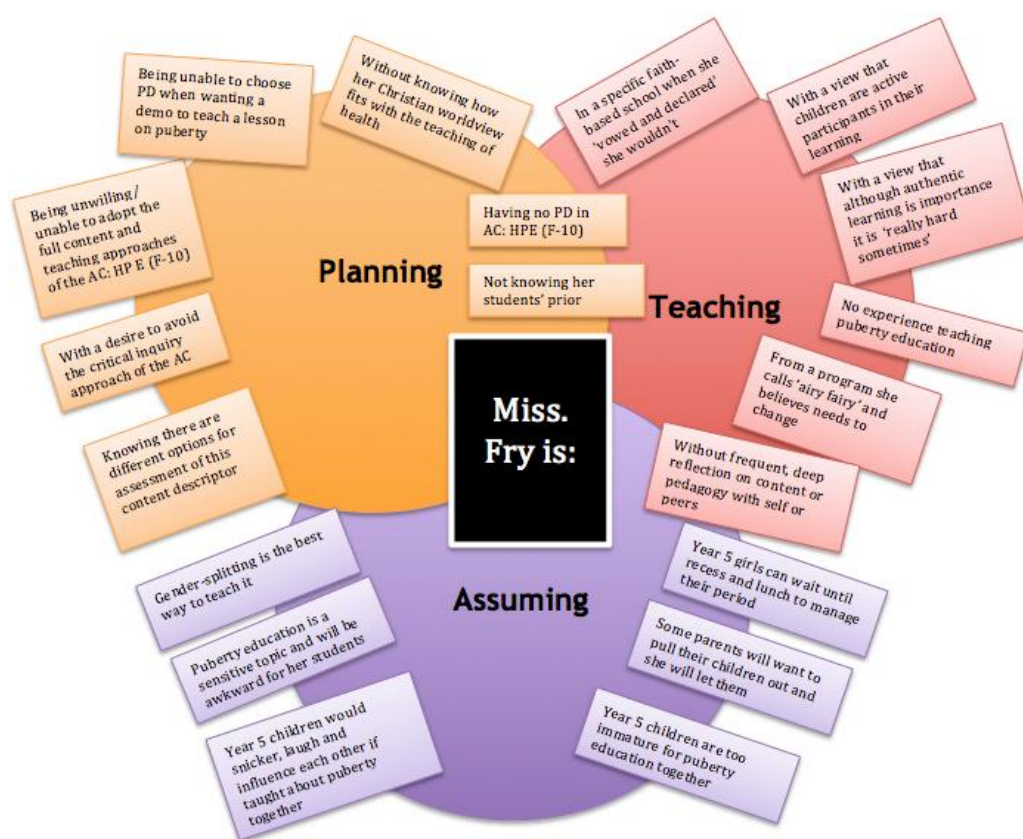
She looks at the content and thinks, “how am I going to do this?” In turn there seems to be reluctance towards implementing the puberty focused content and teaching strategies as they are listed.

She says she would “*talk about you know everyone is going to go through them and you should just keep your opinions to yourself.*” But why does she want them to keep their opinions to themselves? In doing so she does not encourage students to discuss the fact that “individuals experience[ing] changes associated with puberty at different times, with differing levels of intensity and with different responses” (ACHPE (ACARA, Content Elaboration 1, 2014)).

Miss. Fry assumes specific faith-based schools ‘get away with’ not teaching puberty education, while she believes state schools cover it because they are in their departments and more open with related language. Why is she relying on her tacit knowledge to assume all state schools and specific faith-based schools act in this way? If she truly thinks the specific faith-based primary school “should be” covering puberty related topics, why doesn’t she incorporate this into her current program?

In response to the data collected from the interviews with Miss. Fry, I have developed *Diagram 4.4* on the next page to visually represent Miss. Fry’s approach. I have ‘tagged’ on descriptors taken from the findings onto each of the coloured circles, as shown below.

Diagram 4.4: A Visual Representation of Miss. Fry's Approach



Now that the findings have been shared, the three teachers responses towards the puberty-focused content in the ACHPE that were briefly referred to in Chapter Three have supporting evidence and are ready to be explored. As noted within the microanalyses there are areas that arose in the findings that require reviewing in the literature. The next chapter will therefore present the additional literature reviewed in response to the findings in this chapter.

Chapter Five

- The Second Literature Review -

Introduction

The purpose of this chapter is to present the literature reviewed in response to the emergent themes from the data analysis processes, when answering the research question:

How are three upper primary teachers in one faith-based school in Queensland responding to the proposed implementation of the puberty-focused content from the Australian Curriculum: HPE (F-10)?

As explained in Chapters One and Two, this thesis does not follow the traditional five-chapter model (Cottrell & McKenzie, 2011), and will reveal the literature reviewed both before and during data analysis through two separate chapters (Stern, 2007; Check & Schutt, 2012; Lichtman, 2013). In this way the emergent design of this investigation is further shown (Lincoln & Guba, 1985; Creswell, 2013), by providing specific areas reviewed during each phase of the research project.

While Chapter Two explored the literature reviewed before data collection and analysis (Check & Schutt, 2012; Lichtman, 2013), this chapter provides the review of the literature in response to the emergent themes from the data analysis processes (Stern, 2007; Lichtman, 2013). This chapter is written in the third-person so as to focus on the voice of the literature (Oliver, 2014).

Direction of The Second Literature Review

In Chapter Two there were four critical intersections identified that were central to the research question. However during second and third level coding (explained in Chapter Three) the emergent themes revealed additional loci not previously reviewed in Chapter Two. These emergent loci, important to this research, were the roles of: tacit knowledge,

reflection, professional development and learning, authentic learning, and the Australian Professional Standards for Teachers (APST). As seen in the third-level codes presented in Appendix 20, the data indicated significant loci that were not previously reviewed in this thesis. In response, this chapter will now unpack the literature examined in response to the third-level codes seen in Appendix 20, while Chapter Six will unpack in detail their connection to the findings.

The Role of Tacit Knowledge

According to Polyani (1996) and Tiwana (2002) there are two types of knowledge: tacit and explicit. Explicit knowledge, as per Tiwana's (2002) explanation, is 'objective' and can be explained or stated. Meanwhile tacit knowledge is more 'subjective', is harder to explain and includes intuition, judgment, 'rule of thumb' and experience (Tiwana, 2002; Polyani, 1996). Interestingly, Tiwana (2002) states thoughtful teaching relies 'heavily' on tacit knowledge. However Dudley (2013) states tacit knowledge is thought to limit the development of reasoning and expertise.

Importantly, the limitation of expertise by relying on tacit knowledge (Dudley, 2013) can be affected by a "confirmation bias" (Minstrell, 2009). The "confirmation bias" is a bias where a person observes the minimal amount they need to of a new idea, focusing on the aspects which are aligned with their current beliefs and ideas (Minstrell, 2009, p. 219). This would appear to mean teachers can choose content and teaching strategies that are best aligned with their 'habitus' or philosophical and pedagogical assumptions (Minstrell, 2009; Oliver & Kettley, 2010; Dudley, 2013), even if their assumptions differ from curriculum intentions (Craig & Ross, 2008; Craig, 2009; Sinkinson, 2009; Hickey & Jin, 2010; Oh et al., 2013).

Tacit knowledge has a clear role in this inquiry, because teachers who make assumptions when having no prior experience rely tacit knowledge (Dudley, 2013).

The Role of Reflection

According to Wang (2012), teachers who implement new content, teaching approaches and or curriculum documents will need to engage in reflection to ensure their tacit assumptions become explicit. According to Loughran (2010), reflection as part of education was first introduced by John Dewey (1933), who saw reflection as a method of challenging teaching approaches. Dewey (1933) explained that favourable learning environments rely heavily on teachers who are reflective.

In contrast to Dewey's (1933) ideas of reflection in education, Schön (1983) explained two types of reflection: reflection-in-practice and reflection-on-practice. Schön's (1983) definitions of reflection-in-practice are believed to help a professional form an understanding of how they have functioned during practice, while offering insight into the tacit nature of practice and knowledge. Both Dewey (1933) and Schön (1983) recognise the significance of reflection in teaching lies within approaching teaching practice with a strong attitude of curiosity (Loughran, 2010).

Loughran (2010) also explains that reflective practitioners are both thoughtful and well informed about their practice. Reflection is not a simple process of justifying one's own philosophical and pedagogical assumptions (Loughran, 2010). Rather deep reflection in education requires use of four 'lenses': "our autobiography [who we are], our students' eyes, our colleagues experiences and theoretical literature" (Brookfield, 1995, as cited in Wang, 2012, p. 58). According to Wang (2012) these four 'lenses' deepen a teacher's appreciation for teaching; create more dynamic classrooms, while minimizing risk of unauthentic teaching and learning. Importantly, "we teach who we are" (Palmer, 1997, as cited in Wang, 2012, p. 58), which means a teacher's authenticity and integrity will impact the ways in which they reflect (Wang, 2012).

In addition to the four lenses of reflection, Cranton and Cranton (2004) share five interrelated processes of effective reflection: 1) critically

reflecting on one's values, experiences and preferences, 2) critically questioning students' characteristics and needs, 3) critically reflecting on one's role and relationship with their students, 4) critically examining the learning context (e.g. classroom size), and 5) critically reflecting on the tacit expectations in teaching.

As seen, reflection has a critical role in this inquiry, as the ways in which teachers reflect impact the ways in which they teach, learn and respond to new content, teaching strategies and curriculum documents (Dewey, 1933; Oliver & Kettley, 2010; Loughran, 2010).

The Role of Professional Development and Learning

Professional development and learning is a vital tool for all educators to improve practice (Loughran, 2010). Avalos (2011) believes professional development is about learning new ways of doing things, learning how to learn and transferring this understanding into practice for student benefit. Traditional professional development, according to Loughran (2010), is often connected to an educational change that leads to telling teachers about a change (in curriculum, policy or an other initiative). Yet if professional development is engaged through a "top-down" or seemingly disconnected way to a teacher's classroom reality, it is unsuccessful and unauthentic (Compton, 2010).

A United States researcher, Compton (2010), states "top-down", disconnected approaches to professional development are unfortunately common among schools. In Australia a study found external policy stresses at the managerial level could result in superficial, reactive responses to practice while potentially inhibiting meaningful professional development (Hardy, 2008).

Unlike traditional, "top-down" approaches to professional development Loughran (2010) explores the notion of 'professional learning' where teachers have commitment to the change being explored and hold a belief

that the change can be developed, driven or refined by them. According to Loughran (2010) those who believe they have an important role in developing, driving or refining a change are likely to experience personal, meaningfully shaped learning. Meanwhile national and international literature shows ineffective professional development (or learning) occurs when teachers do not feel like active, useful or valuable learners or contributors, but are rather simply told to implement a change (Hardy, 2008; Loughran, 2010; Compton, 2010)

Professional development and learning has a vital role in this inquiry, for the ways teachers engage in and receive professional development can impact the ways they approach and teach new content, teaching strategies and curriculum documents (Hardy, 2008; Loughran, 2010; Compton, 2010; Avalos, 2011).

The Role of Authentic Learning

An authentic learning environment is defined by Gulikers, Bastiaens and Martens (2005) as a place that reflects the ways knowledge is used in real life situations. Meanwhile an authentic learning task is a task that requires the learner to apply knowledge and skills in a non-educational setting (Gulikers, Bastiaens & Martens, 2005). Authentic learning has nine elements if it is truly considered authentic (Herrington, Reeves & Oliver, 2010). These are shown in *Table 5.1* below.

Table 5.1: Authentic Learning Elements (Herrington, Reeves & Oliver, 2010).

Authentic Learning
1. Provides authentic contexts that reflect the way the knowledge will be used in real life
2. Provides authentic tasks and activities
3. Provides access to expert performances and the modeling of processes

4. Proves multiple roles and perspectives
5. Supports collaborative construction of knowledge
6. Promotes reflection to enable abstractions to be formed
7. Promotes articulation to enable tacit knowledge to be made explicit
8. Provides coaching and scaffolding by the teacher at critical times
9. Provides for authentic assessment of learning within the tasks

Authentic learning has a key role in this inquiry, since teachers in Australia implementing the AC: HPE (F-10) will be doing so with an expectation to meaningfully engage students in continually managing their health, wellbeing and safety in changing and varied contexts (ACARA, 2014g).

The Role of the Australian Professional Standards for Teachers

For students to engage in authentic, meaningful learning experiences teachers need to meet explicit levels of high quality teaching (Australian Institute for Teaching and School Leadership (AISTL), 2014). In Australia there are seven explicit standards, which all those teaching in Australia should meet and know (AISTL, 2014). These are “1) know students and how they learn, 2) know the content and how to teach it, 3) plan for and implement effective teaching and learning, 4) create and maintain safe and supportive learning environments, 5) assess – provide feedback and report on student learning, 6) engage in professional learning and 7) engage professionally with colleagues, parents/carers and the community” (AISTL, 2014, p. 1).

These Australian Professional Standards for Teachers (APST) are compulsory standards that provide benchmarks to identify professional growth needed throughout one’s Australian teaching career (AISTL, 2014). Appendix 21 outlines each of the APST, along with their specific descriptors. The APST play a vital role in this inquiry, as all Australian teachers should be meeting these standards (AISTL, 2014).

I have now presented the literature reviewed in response to the emergent themes inductively revealed from within the data. The next chapter will synthesise the literature reviewed in this chapter and Chapter Two, together with the data collected and shown in Chapter Four with the aim of further answering the research question.

Chapter Six

- *Synthesis* -

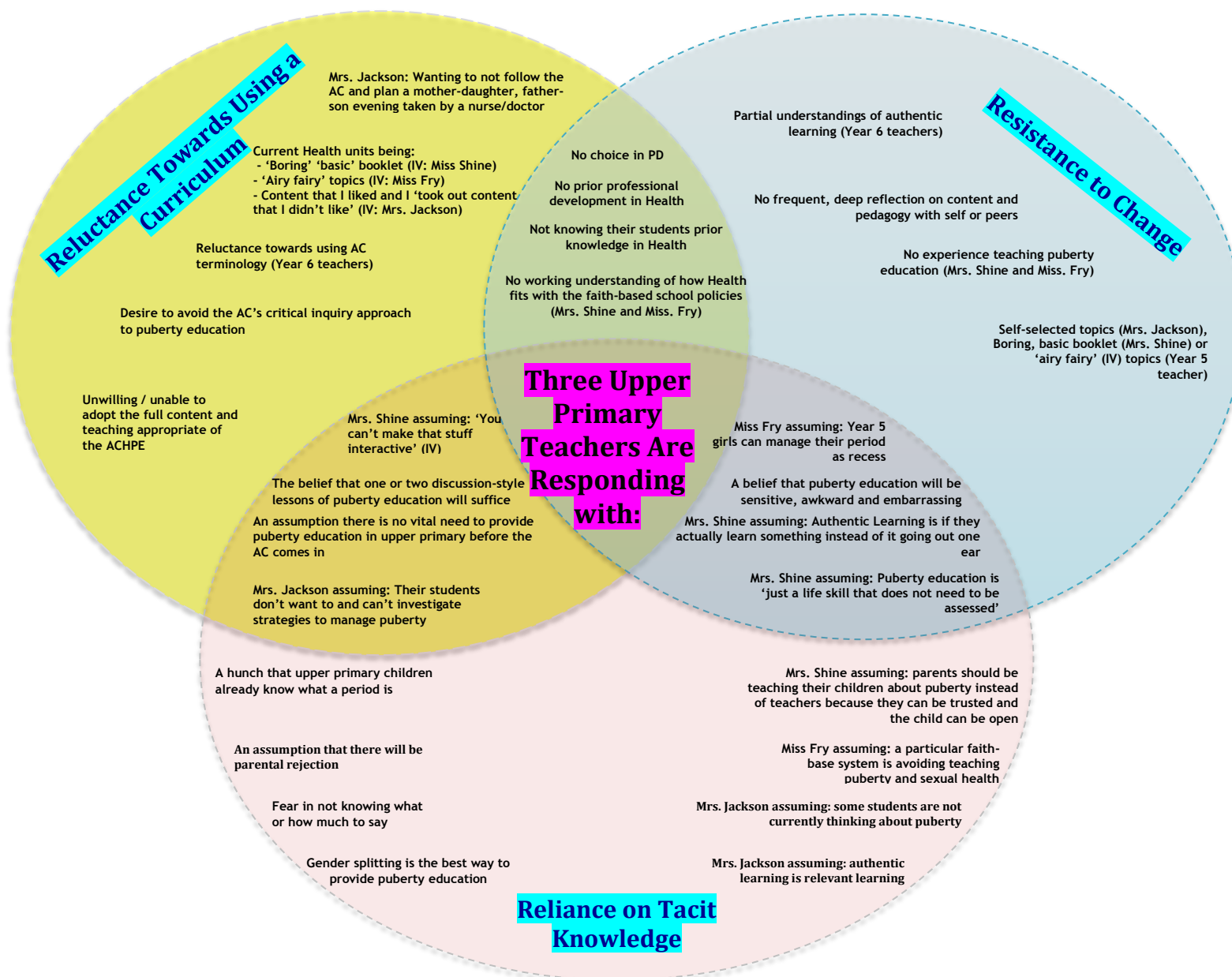
Introduction

The purpose of this chapter is to pull together the data presented in Chapter Four and the related literature reviewed in Chapters Two and Five, to answer the central research question:

How are three upper primary teachers in one faith-based school in Queensland responding to the proposed implementation of the puberty-focused content from the Australian Curriculum: HPE (F-10)?

As can be seen in *Diagram 6.1* on the following page, a detailed model has been developed from the themes that emerged during data analysis (Charmaz, 2014). *Diagram 6.1* overviews the findings presented in Chapter Four and will be used as guide to explain and discuss the core findings.

Diagram 6.1: Final Themes Built From the Data



The core findings of this inquiry showed three upper primary teachers were responding to the puberty-focused content in a QLD faith-based school with: reluctance towards using a curriculum, resistance towards change and reliance on tacit knowledge. Within these findings were also deep philosophical and pedagogical assumptions that appeared part of the ‘habitus’ of each teacher (Oliver & Kettley, 2010).

Reluctance Towards Using A Curriculum

Unwillingness to adopt the full content and teaching approaches of the ACHPE

A major theme from the findings was the three teachers’ unwillingness to adopt the full content and teaching approaches of the ACHPE. The two reasons for this unwillingness was the teachers’ confusion and disagreements towards the puberty focused-content and teaching strategies in the ACHPE.

Confusion towards the Puberty-Focused Content in the ACHPE

Each of the three teachers seemed to experience confusion towards the puberty-focused content in the ACHPE. For example, Mrs. Jackson appeared confused saying, *“I don’t know that they are meaning there, whether it [is] um pads and tampons for girls... the only thing [boys] deal with is condoms... Is that including drugs? Do they mean razors? Do they mean toiletry products?”* Mrs. Jackson also shared her confusion explaining, *“When you have got kids who are autistic or have Asperger’s and you have got other kids who sex and puberty is the last thing on their mind... and you have got ones who are suspended for talking about lesbian behaviour, what then is age appropriate text?”*

As seen from Mrs. Jackson’s responses, the confusion towards the puberty-focused content is clear. According to UNESCO (2009) and Goldman

(2012), confusion from lack of confidence can form a serious inhibitor to effective puberty education. In addition, this data indicates findings similar to Oh et al.'s (2013) who states "even when an ideal curriculum reform has been proposed (p. 244) [teachers] need to be actively engaged in the curriculum making process in order to make meaning of their teaching (p. 247)". So it seems the ACHPE (which is still waiting for final endorsement (ACARA, 2014a)) is confusing to teachers who have not participated its making processes.

Mrs. Shine also appeared confused and unsure with how much content to cover, explaining, *"how much to share um that is still within the appropriate bounds.... So how to teach it without sharing personal experiences...."* Again, the literature indicates confusion through a lack of confidence can be a major inhibitor to effective puberty education (UNESCO, 2009; Goldman, 2012). Furthermore, the findings indicate a need for professional development to enable the confident teaching of the puberty-focused content from the ACHPE. Loughran (2010) suggests meaningful professional development and learning is vital for teachers implementing a change in curriculum. However, as already explained in Chapter Four, all three teachers did not receive choice in their professional development from the school. So if the puberty-focused content is not on the agenda of the school-selected PD, then these teachers may not receive any PD for the new ACHPE.

Additionally, Miss. Fry also shared her confusion with the puberty-focused content, saying, *"I mean what kind of products am I going to be showing? I don't know. Products available to manage the physical changes associated with puberty...?"* She also desired PD where she would ask, *"Ah what content to cover and how in depth do you really need to go?"* Miss. Fry *"still look[s] at it and think[s] how am I going to do this?"*

Again, it is clear there is a lack of confidence in implementing the puberty-focused content using the ACHPE. This appears to be a serious inhibitor to the providing of effective puberty education (UNESCO, 2009; Goldman,

2012) and indicates the puberty-focused content from ACHPE will not be taught as it intended. These findings are in alignment with Craig and Ross (2008), Craig (2009), Sinkinson (2009), Hickey and Jin (2010), and Oh et al. (2013) who all imply that having a prescribed curriculum document does not automatically safeguard that it will be implemented without the willing participation of those implementing it.

Disagreements with the Puberty-Focused Content in the ACHPE

The second reason the three teachers seemed unwilling to implement the puberty-focused content and teaching strategies in the ACHPE was due to their disagreements with it.

For example, Mrs. Jackson says... *"Personally I think at Year 5 and 6 they just want to be told"* as they are thinking *"give us the information"* and they *"don't want to"* investigate resources and strategies to manage the changes and transitions associated with puberty. Mrs. Jackson is also reluctant to implement the content descriptor saying, *"you can't manage them [the changes and transitions associated with puberty] no you can't manage them because your body is going to do that anyway."* Instead Mrs. Jackson said she will *"just go into the basics of puberty"* with the girls and get a male teacher to take the boys (if she had to teach it, but would prefer to give the responsibility to a doctor or nurse to run a mother-daughter and father-son evening– like she had as a child).

As seen in the data, there were clear disagreements towards the puberty-focused content in the ACHPE. Mrs. Jackson particularly indicated a lack of a perceived need for providing puberty education in ways in which the ACHPE lists. These findings are in alignment with UNESCO (2009) who states a lack of a perceived need for puberty education forms a major inhibitor to effective puberty education. Likewise the findings somewhat reflect the beliefs of Goldman (2008) who indicates teachers may base their decisions regarding puberty education on emotions rather than reasoned analysis or research.

Furthermore Mrs. Shine and Miss. Fry also shared several disagreements with the puberty-focused content from the ACHPE. Instead of facilitating student investigations of resources and strategies to manage the changes and transitions associated with puberty, Mrs. Shine plans on “*just doing things like discussion-based things*” and “*only give one lesson... in an entire year*” or “*even a double period*”. Meanwhile Miss. Fry plans to separate her girls and boys and says she will “*talk about you know everyone is going to go through [changes] and you should just keep your opinions to yourself.*” However, according to Goldman (2011a), using a discussion-based approach to puberty education, or a didactic chalk-and-talk style, inhibits effective, meaningful puberty education. Therefore it appears the discussion-based lesson(s) planned by Mrs. Shine and Miss. Fry are not fully effective in providing meaningful puberty education.

Furthermore, this plan of giving only one or two lessons in an entire year for the puberty-focused content may lessen the ACHPE’s aim to engage students in the critical inquiry approach of learning. One or two discussion-based lessons does not seem to indicate students will be “researching, analysing, applying and appraising knowledge” (ACARA, 2014g) in relation to the puberty-focused content listed in the ACHPE. Furthermore these findings closely reflect national and international literature that states if teachers do not agree on implementing content in ways set out by a curriculum, they may avoid teaching it as intended (Oh et al, 2013; Hickey & Jin, 2010; Craig & Ross, 2008; Craig, 2009; Goldman, 2010a; Goldman, 2012; Sinkinson, 2009). Likewise the findings somewhat reflect the beliefs of Goldman (2008) who indicates teachers may base their decisions regarding puberty education on emotions rather than reasoned analysis or research.

Importantly, a main aim of the ACHPE is to teach students skills to continually manage their health, wellbeing and safety in changing and varied context (ACARA, 2014g). However, teachers who self-censor parts of the ACHPE due to their confusion or disagreements may not be teaching the curriculum as intended. In turn it seems these teachers may commit what

Goldman (2008; 2011a) and the United Nations Committee on the Rights of a Child (2003, as cited in UNESCO, 2009) call educational neglect or evasion.

This means teachers who fully avoid teaching puberty education using the critical inquiry approach, but rather one or two discussion-style lessons, may be committing educational neglect or evasion whereby they do not provide their students with the education in ways in which they rightfully deserve (United Nations Committee on the Rights of a Child, 2003 as cited in UNESCO, 2009; Goldman 2008; 2011a).

However, since the ACHPE's content elaborations are not compulsory (ACARA, 2014f), teachers are able to avoid the content elaborations related to the puberty-focused content descriptor. These findings are similar to studies in the USA (Adelman & Taylor, 2011) and NZ (Hargreaves, 2013) who indicate seemingly flexible Health curriculum policies can lead to teachers' self-censoring important topics.

Reluctance Towards: The Critical Inquiry Approach, Using the AC Terminology and Updating the Current Health Units

A further reluctance towards using curriculum documents seen within this inquiry was a lack of desire to: use the critical inquiry approach, use the AC terminology and updating current health units using a curriculum.

For example, Mrs. Jackson does not believe students want to engage in the critical inquiry approach, stating "*Personally I think at Year 5 and 6 they just want to be told*" as they are thinking "*give us the information*" and they "*don't want to*" investigate resources and strategies to manage the changes and transitions associated with puberty. However, as already explained, ACHPE states an aim of the new curriculum is to teach students to use critical inquiry skills, which relies on developing their skills in "researching, analysing, applying and appraising knowledge" (ACARA, 2014g).

Therefore a teacher's plan to give only one or two discussion-based lessons can lessen the chance for students to "investigate resources and strategies to manage the changes and transitions associated with puberty" (ACARA, 2014b) meaningfully.

Likewise the two Year 6 teachers were reluctant towards using the AC terminology. As Mrs. Shine stated, *"I still call them outcomes"*, while Mrs. Jackson stated, *"I don't use the proper jargon."* Interestingly, Sinkinson (2009) states resisting curriculum implementation (such as the terminology – and approaches) can inhibit effective education. In turn teachers who disagree with a curriculum, or parts of it, may not implement it as intended (Craig & Ross, 2008; Craig, 2009; Sinkinson, 2009; Hickey & Jin, 2010; Oh et al., 2013).

The final example of the upper primary teachers' reluctance towards using a curriculum document is teaching the same Health units without appearing to update them using a curriculum. For example, Mrs. Jackson apparently, *"took out the content [she] didn't like"* of a prior teacher's unit based on her own opinions in what should be taught. Meanwhile Mrs. Shine is teaching from what she describes as a *"boring...basic booklet"* while Miss. Fry says she is teaching *"airy fairy"* topics in Health. Since there was no mention of curriculum consultation when planning their current units in Health, reluctance towards using a curriculum document is implied.

Importantly, the literature suggests teachers "teach who they are" (Palmer, 1997, cited in Wang, 2012, p. 58). This means a teacher's integrity and authenticity when teaching is "an indicator of what kind of human being" they are (Wang, 2012, p. 58). Since these teachers have appeared to continue teaching 'airy-fairy', 'boring' or teacher-selected Health units, it seems this is an indicator that they are comfortable doing so. Mrs. Jackson confirms her comfort in teaching the same Health units stating, *"it's not worth it at this point in time I am not going to bother changing it until the new curriculum comes in."*

No Choice in PD and a Lack of PD in Health

Two findings that indicated reluctance towards using a curriculum document and resistance to change in teaching is having no choice in PD and a lack of PD in Health. In regards to having no choice in PD, the literature particularly indicates teachers are likely to be experiencing a traditional “top-down” approach to professional development (Loughran, 2010). Loughran (2010) suggests the “top-down” approach to PD is an inhibitor to effective teaching and professional development.

For example, Mrs. Jackson appears to have no choice in PD, explaining they are sessions where the focus is on telling them: *“this is where you have to be.”* Meanwhile, Mrs. Shine apparently receives no choice in PD, saying *‘You used to get one PD per teacher...Since they reduced the hours [from] 30 to 20 now it’s not happening’*. Instead *“usually someone comes to the school...more than us going out anywhere.”* Similarly, Miss. Fry apparently receives no choice in PD, saying, *‘we are suppose to choose one a year and you used to be able to and that one was paid for but I have not had that since [the last school I worked at]’*.

As seen in the findings, the teachers appear be engaging in “top-down” experiences of PD (Loughran, 2010). Specifically, the teachers did not seem to describe PD that they personally connected to (Loughran, 2010; Compton, 2010; Hardy, 2008). If teachers do not feel personally connected to a change in education, the literature shows they may avoid adapting to the change effectively (Oh et al, 2013; Hickey & Jin, 2010; Craig & Ross, 2008; Craig, 2009; Sinkinson, 2009).

Lack of Awareness of Students’ Prior Knowledge in Health

An additional theme emerging from the data that indicates reluctance towards using a curriculum and resistance to change in teaching was the teachers’ lack of awareness of the students’ prior knowledge in Health. For example, Miss Fry stated, *“I don’t know for this school if they have done a scope and sequence you know like in grade five you need to do this in year*

six you need to do this (R: yep) so I don't know if that document is [available] (R: no?) and if it is what are the grade 5[s] [supposed to be covering?]". Likewise Mrs. Jackson states, *"There needs to be something that we can look at and say this what we are teaching"*.

Similar to Goldman's (2011, p. 171) findings regarding puberty education, it appears that without knowing what to teach or what your students know in Health, the teachers may implement a curriculum in a 'deficient', 'sporadic' and 'somewhat discretionary' way. These findings also indicate a lack of mastery of APST Standard 1 "Know students and how they learn" and also a lack of mastery of APST Standard 2 "Know the content and how to teach it" (AISTL, 2012, p. 1) (see Appendix 19 for an unpacking of these standards).

No Strong Understanding of How the Teaching of Health Fits with the Faith-based School's Policies

The final major theme from the data indicating reluctance towards using a curriculum document and resistance to change was the lack of understanding of how Health fits with the specific faith-based school policies. Note Mrs. Jackson did not discuss the faith-based school's policies and how they affect her teaching of Health (see Appendix 17), but the other two teachers did.

As recalled, Mrs. Shine shared, *"I suppose it fits normally. (R: as a part) as a part of it. It is just all a part of growing up. You can't avoid it. [Mrs. Shine did not elaborate further]."* Comparatively Miss. Fry shared, *"What do – what do – I have no idea what the policies are....?"*

As seen, Miss. Fry in particular appears unsure of how the faith-based school policies affect the teaching of Health. This indicates reluctance towards using a curriculum in conjunction with the school's faith-based policies. These findings also seem to indicate a lack of mastery in APST 7.1 ("meet professional ethics and responsibilities") and APST 7.2 ("comply

with legislative, administrative and organizational requirements”) (AISTL, 2012, p. 1; see Appendix 19 for an unpacking of these standards).

Resistance to Change

Partial Understandings of Authentic Learning

A key finding that indicated a resistance to change was partial views of authentic learning as compared to definitions seen in the literature.

According to Gulikers, Bastiaens and Martens (2005), authentic learning is where a learner applies knowledge and skills in non-educational, real-life settings. However, Mrs. Shine says, *“I suppose authentic learning would be if the kids actually learn something. Heha ha ha. Rather than just listening and it going out the other ear.”* Here Mrs. Shine’s view that authentic learning occurs as they *listen* lacks any reference to the vital role *applying* knowledge and skills in real-life settings has for authentic learning (Gulikers, Bastiaens and Martens, 2005).

Meanwhile Mrs. Jackson calls it *“relevant learning [as} it is learning that has to be relevant for their life today and tomorrow.”* Mrs. Jackson further explains, *“that is why I think algebra is a waste of time, you never you use [it], you just don’t use it...”* As seen, Mrs. Jackson is resisting change in thought towards using the term ‘authentic’ learning. This resistance to change appears to be in alignment with the “confirmation bias” which indicates a teacher observes the minimal amount of a new idea and focusing on aspects that align with her current beliefs, ideas and assumptions (Minstrell, 2009, p. 219). Importantly, a teacher has partial views of authentic learning (Gulikers, Bastiaens & Martens, 2005), they may not be engaging their students in the critical inquiry approach as authentically as the ACHPE intends (ACARA, 2014g).

Lack of Frequent, Deep Reflection on Pedagogy

A particular finding related to resistance to change was the lack of frequent, deep reflection on pedagogy. It seems the only forms of reflection unpacked in the Findings chapter indicate all three teachers were reflecting to justify their practices and own beliefs about teaching. For example, Mrs. Jackson, *“sometimes [reflects]...mid stream”*, she also explains, *“If you are going to improve on anything you have got to reflect back and look at what didn’t work and what did.”*

Comparatively, Mrs. Shine says, *“I suppose I, I never formally reflect. As in I don’t sit down and write a reflection. But like I will often pull out my programs and write on the program in pencil. Like oh this took two periods of maybe add this activities in or things like that and then I modify it when I look at it the year after. And I just ch – slightly change bits and pieces according to what works, what the kids learnt, what they need to focus more on. So yeah that is probably my form of reflection.”*

Meanwhile, Miss. Fry reflects by *“Looking at ways what worked well, what didn’t work well and ways you can improve.”* Ways in which Miss. Fry reflects include *“on the go reflecting [where she is] swapping and changing if something isn’t working [she] can swap and change it”*

As was seen in the findings, several effective types of reflection were shared, including reflection-on-practice, and reflection-in-practice (Schön, 1983). However, the teachers gave no indication of any of the five interrelated processes of effective reflection, including 1) critically reflecting on one’s values, experiences and preferences, 2) critically questioning their students’ characteristics and needs, 3) critically reflecting on their role and relationship with their students, 4) critically examining the learning context or 5) critically reflecting on the tacit expectations in teaching (Cranton & Carusetta, 2004).

No Prior Experience Teaching Puberty-Focused Content

A resistance to change in teaching seen among the findings was having no prior experience teaching puberty education.

For example Mrs. Shine stated, *“We haven't had to teach it before and (R: no) and its a very sensitive topic and you know how much to share(R: yeah) um that is still within the appropriate bounds he ha...”* While Miss. Fry explained *“Seriously I have never heard of anyone teaching the kids about it. Like do lady, like do teachers get up and like talk about it?”*

Having no prior experience in teaching puberty-focused content may be a predictor of a direct resistance to change in teaching as according to Minstrell (2009) teachers may observe the minimal amount of a new idea (such as puberty education) and teach only what aligns with their philosophical and pedagogical assumptions. For example, Mrs. Jackson did not appear to see a need to change her current Health unit to include puberty-focused content, believing *“it's not worth it [and] at this point in time...”*

This finding was not surprising considering the lack of puberty-focused content in the current QLD HPE curriculum (seen in Appendix 8). Nevertheless, if teachers do not agree on topics (such as puberty) from a curriculum document, national and international literature indicates they may avoid teaching it (Oh et al, 2013; Hickey & Jin, 2010; Craig & Ross, 2008; Craig, 2009; Sinkinson, 2009).

Continued Teaching of Self-chosen Topics, Boring Booklets and ‘Airy Fairy’ Topics in Health

The final resistance to change seen among findings was the continued teaching of teacher-selected topics, a ‘boring’ booklet or ‘airy-fairy’ topics in Health that were previously discussed in this chapter.

As the upper primary teachers plan to implement the puberty-focused content from the ACHPE, their current Health units seem to lack signs of authentic learning (Gulikers, Bastiaens & Martens, 2005). This is because they are being taught continually from a “boring...basic booklet” (Mrs. Shine), or are topics that are “Airy-fairy” (Miss. Fry) or teacher-selected (Mrs. Jackson). Since people often approach a new idea or concept with a “confirmation bias” (Minstrell, 2009, p. 219), it is likely these teachers will continue showing a resistance to change as they continue to respond to new ways of teaching Health.

Therefore the upper primary teachers are responding to the puberty-focused content from the ACHPE, with a resistance to change: by holding onto distorted views of authentic learning, by not engaging in deep, meaningful reflection, by having no experience teaching puberty-focused content, and by teaching current Health units based on topics that are teacher-selected, through a ‘boring’ booklet, or ‘airy-fairy’ topics. Each of these resistances to change indicate teachers who may continue to teach in ways they have always taught (Minstrell, 2009), or approach a new curriculum by holding on to what aligns with their philosophical and pedagogical assumptions (Minstrell, 2009; Oliver & Kettley, 2013). In turn, if teachers do not agree or focus on implementing topics (such as puberty) they may avoid teaching it effectively (Craig & Ross, 2008; Craig, 2009; Sinkinson, 2009; Hickey & Jin, 2010; Oh et al, 2013)

Reliance on Tacit Knowledge

Reliance on tacit knowledge was seen regularly within the findings of this inquiry. Importantly, a teacher’s tacit assumptions will affect the ways in which he or she teaches and responds to new aspects of teaching (Tiwana, 2002). Since the teachers made assumptions before actually implementing the puberty-focused content from the ACHPE, it is clear they relied on tacit knowledge. According to Dudley (2013) tacit knowledge limits expertise in teaching, with teachers who rely heavily on tacit knowledge often only choosing things best aligned with their philosophical and pedagogical ideas

(Minstrell, 2009; Oliver & Kettley, 2010). Importantly, for tacit knowledge to be useful in education it needs to be reflected upon, whereby a teacher's tacit knowledge is developed into explicit knowledge (Wang, 2012).

Importantly, as already discussed in this chapter, the three upper primary did not seem to engage in reflection with their colleagues, students or a curriculum document. Consequently, it is likely teachers who do not engage in effective reflective with colleagues, students or a curriculum documents practices may be exhibiting the “confirmation bias” (Minstrell, 2009, p. 219). Therefore as the upper primary teachers respond to the puberty-focused content from the ACHPE they relied upon their tacit assumptions, indicating a resistance to change and reluctance towards implementing the ACHPE.

Summary of the Synthesis

The data in this study suggests that that the three upper primary teachers are responding to the puberty-focused content from the ACHPE with: reluctance towards using a curriculum, resistance to change and reliance on tacit knowledge. The three major themes were overlapping, for example there were findings that indicated reluctance towards using a curriculum, which also implied a resistance to change or reliance on tacit knowledge.

Each of the three teachers indicated a “confirmation bias” (Minstrell, 2009, p. 219) whereby exhibiting reluctance towards using a curriculum, resistance to change and reliance on tacit knowledge whilst holding onto deep philosophical and pedagogical assumptions (Oliver & Kettley, 2010), even when they disagreed with the intent of the ACHPE (Sinkinson, 2009; Oh et al., 2013; Hickey & Jin, 2010; Craig & Ross, 2008; Craig, 2009).

It seems that without choice in professional development and a lack of deep, frequent reflection on content and teaching strategies that the upper primary teachers will continue to do what aligns with their own philosophical and pedagogical assumptions (Minstrell, 2009; Oliver and Kettley, 2013), even

if their assumptions disagree with the intent of the puberty-focused content list in the ACHPE (Sinkinson, 2009; Oh et al., 2013; Hickey & Jin, 2010; Craig & Ross, 2008; Craig, 2009).

A case for Authentic Puberty Education Using the Framework of the ACHPE

For puberty-focused content to be taught using the ACHPE, it should be facilitated through meaningful, relevant professional development and learning (Hardy, 2008; Compton, 2010; Loughran, 2010), which inspires and enables a teacher to provide authentic learning experiences (Gulikers, Bastiaens & Martens, 2005).

Furthermore, for teachers to facilitate authentic puberty education they need full confidence (UNESCO, 2009), school support (Goldman, 2010a), a belief in its importance (UNESCO, 2009), a theoretical basis for content and teaching strategies (Goldman, 2010b) and adequate timetabling priorities (Goldman, 2011a).

Reflective practice should link beliefs, knowledge and practice (Loughran, 2010; Compton, 2010; Avalos, 2011). Therefore, reflection during the implementation of the ACHPE needs to be an ongoing personal process as well as linked to an ongoing professional development program (Dewey, 1933; Oliver & Kettley, 2010; Loughran, 2010).

Having now identified how the three upper primary teachers are responding to the puberty-focused content from the ACHPE, what implications does this have for key stakeholders of the ACHPE, including pre-service teachers, tertiary education providers, teachers, administrators, professional development coordinators and the Australian Curriculum, Assessment and Reporting Authority (ACARA)? Chapter Seven discusses the implications this inquiry has in regards to key stakeholders of the ACHPE.

Chapter Seven

-Implications-

Introduction

The purpose of this chapter is to explore the implications this research has for key stakeholders of the Australian Curriculum: HPE (F-10), in particular those implementing the Year 5 and 6 puberty-focused content. This includes pre-service teachers, tertiary education providers, teachers, administrators, professional development coordinators, and the Australian Curriculum, Assessment and Reporting Authority (ACARA). This chapter also gives recommendations for future research to further support the implementation of puberty education taught using the Australian Curriculum: HPE (F-10) as a framework

Key stakeholders of the Australian Curriculum: HPE (F-10) (ACHPE) have important roles to play during the implementation of the puberty-focused content for Years 5 and 6. Research has shown that quality puberty education is not often provided in primary schools (Carman et al, 2011; Goldman, 2008; 2012; Kohler, Manhart & Lafferty, 2008). It was also clear from this inquiry that teachers may not tend to implement a curriculum document properly if it does not align with their philosophical and pedagogical assumptions (Craig & Ross, 2008; Craig, 2009; Sinkinson, 2009; Hickey & Jin, 2010; Oliver & Kettley, 2013; Oh et al., 2013).

Pre-service teachers

Pre-service primary teachers will have a key role in the effective implementation of the ACHPE. The findings of this inquiry indicate a need for meaningful tertiary education to prepare pre-service teachers to teach the puberty-focused content effectively. Goldman and Coleman's (2013) findings indicate that despite current technological resources, many pre-service teachers have not addressed negative and / or inadequate sexual health learning experiences. Further research and meaningful support is

therefore needed to equip pre-service teachers with the tools needed to deal with any past negative experiences of sexual health learning. In addition pre-service teachers need to ensure they graduate with the knowledge, understanding and skills needed to provide meaningful, intentional and focused puberty education in upper primary.

Tertiary Education Providers

The findings from this inquiry imply tertiary education providers could further benefit future upper primary students by ensuring pre-service teachers are willing and equipped to provide puberty education. Many pre-service teachers receive puberty/sexuality education in ad hoc, informal or minimalistic ways in tertiary education (Goldman & Coleman, 2013; Carman et al., 2011). Hence there is a need for tertiary education providers to provide relevant, timely, mandated education that equips pre-service teachers to effectively teach matters of puberty/sexuality.

Teachers

Upper primary teachers play a crucial role in the effective implementation of the ACHPE. The disagreements and confusion towards the puberty-focused content in the ACHPE, seen within this inquiry's findings, suggest authentic professional learning is needed (Loughran, 2010; Compton, 2010; Hardy, 2008). This would appear particularly so in QLD where many upper primary teachers are likely to be implementing puberty-focused content for the first time (See Appendix 8). In addition, meaningful, relevant and focused professional development seems to be needed for teachers regarding puberty focused-content through the critical inquiry approach of the ACHPE.

Administrators

Administrators play a key role in the implementation of the ACHPE, and in addition the choice regarding professional development. The findings of this inquiry suggest administrators need to consider the benefits of providing

intentional professional development, as well as providing teachers choice in professional development. This would allow teachers to meet their specific needs and fill in the gaps where they are lacking in experience or understanding (Hardy, 2008; Loughran, 2010; Compton, 2010). The specific school studied within this inquiry did not apparently allow for any of those aspects of professional development.

Professional Development Coordinators

Professional development coordinators have a powerful role in choosing, and giving choice to, authentic sessions for professional development (Loughran, 2010; Compton, 2010). The findings of this inquiry indicate a need for professional development coordinators to move away from the “top-down” approach (Compton, 2010), but rather facilitate meaningful sessions where teachers have commitment to the change being explored and generate new beliefs and understanding through which further change can be developed, driven or refined by them (Loughran, 2010). Likewise findings of this inquiry were clear in that teachers who disagree with content or teaching strategies of a curriculum are likely to avoid implementing them, but rather teach in ways that align with their own philosophical and pedagogical assumptions (Oliver & Kettley, 2013). There also appears to be a need for professional development to occur whereby teachers develop strong internal beliefs that puberty education is valuable, meaningful, achievable and a basic human right (UNESCO, 2009).

ACARA

ACARA has a central role in developing the puberty-focused content from the ACHPE. The findings from this inquiry suggest a need for more specific, detailed ideas and content elaborations related to the puberty-focused content listed in the ACHPE. This is a strong claim, however it was clear in this inquiry that the teachers felt confused by parts of the puberty-focused content in the ACHPE. Carman et al. (2011) highlights the damage a lack of firm teaching guidelines has on quality education. So with the content elaborations not being compulsory (ACARA, 2014f) teachers are

able to self-censor important puberty-focused content. Therefore, I suggest each puberty-focused content elaboration be further expanded upon, as well as become compulsory, to enable stronger guidelines on what should be taught in upper primary Australian schools. Again, this is a strong claim, however it has been clear that ineffective puberty education is often provided without firm teaching guidelines (Carman et al, 2011) and when teachers have lack of confidence in doing so (UNESCO, 2009; Goldman, 2012).

Further Research

Further research into teaching puberty-focused content through the ACHPE is needed in different contexts. Since this study was completed before the three upper primary teachers began implementing the puberty-focused content, the perceptions of the teachers and students during implementation were not explored. Further research into the implementation of the puberty focused-content from the ACHPE would therefore be beneficial to the key stakeholders of the ACHPE and future students. In addition, I also suggest specific research into best practices for puberty education taught using the ACHPE as a framework. Consequently, with specific claims made within this chapter, further research is needed to explore these views in other contexts.

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Appendices

Appendix 1: An Overview of Puberty Focused Content Found in Western Australia

State/ Territory	Name of Curriculum, Framework and Authorities	Inclusion of Puberty Focused Topics for Upper Primary (Taken directly from each framework)	Nature of puberty focused content included
Western Australia (WA)	<p>Curriculum: Health and Physical Education (HPE)</p> <p>Framework: Curriculum Framework for Health and Physical Education K-10 (CFHPE) (1998)</p> <p>Authorities: The School Curriculum and Standards Authority Department of Education</p>	<p>Typically Years 3-6: "...Children build upon prior learning and experiences to gain a more detailed understanding of their personal health, growth and development, and the changes that occur from childhood, through puberty to adulthood..." (Curriculum Council [replaced now by the School Curriculum and Standards Authority (TSCASA)], 1998, p. 124).</p> <p>Typically for Years 3-6: "...Learning situations should provide practice in using strategies to manage physical, social and emotional changes (such as threatening behaviours and bullying) which lead to enhancement of their self-esteem and the esteem of others..." (Curriculum Council, 1998, p.125).</p> <p>Typically for Years 3-6: "...Children should be encouraged to communicate their feelings about change..." (Curriculum Council, 1998, p. 126).</p> <p>Typically for Years 3-6: "...Through situations such as group discussions and role-play scenarios on relevant health issues (e.g. growth and development, physical activity, drugs, injury prevention and nutrition) children can learn and practise communication and cooperation skills..." (Curriculum Council, 1998, p. 127).</p> <p>Typically for Years 3-6: "...There should be opportunities to ... discuss their feelings, use appropriate language to discuss sensitive health issues..." (Curriculum Council, 1998, p. 127).</p>	<p>The CFHPE K-10 (1998, p. 122) states the content described are 'examples' that might be taught and their descriptions are not intended as prescriptive elements that must be taught. Furthermore the CFHPE K-10 (1998, p. 122) explains it is up to the teachers to make choices about 'the particular content, emphasis and examples chosen as each phase of development'. So although puberty focused content is provided for Years 3-6, it is at the teachers' digression whether or not it is included.</p>

Appendix 2: An Overview of Puberty Focused Content Found in The Northern Territory

State/ Territory	Name of Curriculum, Framework and Authorities	Inclusion of Puberty Focused Topics for Upper Primary (Taken directly from each framework)	Nature of puberty focused content included
Northern Territory (NT)	<p>Curriculum: Health and Physical Education (HPE)</p> <p>Framework: NT Curriculum Framework (NTCF) for Health and Physical Education (2012)</p> <p>Authority: Northern Territory Board of Studies (NTBOS)</p>	<p>Achievement Standard: Year 5</p> <p>“...Students identify the physical, social and emotional changes that occur during puberty and identify different group roles and associated behaviours....” (Northern Territory Government: Department of Education (NTGDE), 2012, p. 27).</p> <p>Achievement Standard: Year 6</p> <p>“...Students identify the physical, social and emotional changes that occur during puberty and plan actions to manage these changes (NTGDE, 2012, p. 28).</p>	<p>The NTCF: HPE (NTGDE, 2012, p. 27, 28) specifically outlines the achievement standards for Year 5 and for Year 6, stating students in both years should be able to identity in relation to puberty, when specific puberty-focused grade achievement standards given.</p>

Appendix 3: An Overview of Puberty Focused Content Found in South Australia

State/ Territory	Name of Curriculum, Framework and Authorities	Inclusion of Puberty Focused Topics for Upper Primary (Taken directly from each framework)	Nature of puberty focused content included
South Australia (SA)	<p>Curriculum: Health and Physical Education (HPE)</p> <p>Framework: The South Australian Curriculum Standards Accountability Framework (SACSA) (1998)</p> <p>Authorities: The South Australian Curriculum, Standards and Accountability (SACSA, 2001)</p> <p>Catholic Education South Australia</p> <p>Association of Independent Schools of South Australia.</p>	<p>Standard 3: Years 3-5 and towards the end of Year 6: “3.4 Identifies physical, social and emotional changes associated with their growth and development, and appreciates differences between people of the same age” (SACSA, 1998, para 2). “Examples of evidence include that the student:</p> <ul style="list-style-type: none"> • Identifies and describes the effect of key factors that influence development throughout puberty. • Explains and represents human growth and development. They appreciate that it follows a consistent pattern of change, and that within that pattern individuals are unique • Describes aspects of growth and development (e.g. abilities, heredity, cultural history) that are beyond an individual’s control” (SACSA, 1998, para 2). 	<p>Standard 3.4 is specific to puberty-focused content and contains specific examples of how it could be met by students in Year 3-5 and Year 6 (SACSA, 1998, p.1). Thus what is to be taught in regards to puberty is clearly outlined by the SACSA for Years 3-5, and Year 6 (1998, p.1).</p>

Appendix 4: An Overview of Puberty Focused Content Found in Victoria

State/ Territory	Name of Curriculum, Framework and Authorities	Inclusion of Puberty Focused Topics for Upper Primary (Taken directly from each framework)	Nature of puberty focused content included
Victoria (VIC)	<p>Curriculum: Health and Physical Education (HPE)</p> <p>Framework: AusVELS (2014)</p> <p>Authorities: Victorian Curriculum and Assessment Authority (VCAA)</p> <p>Independent Schools Victoria</p>	<p><i>Standard for Year 5 and 6 (Assessed by end of Year 6):</i> “...At Level 6 [and 5], students identify the likely physical, emotional and social changes that occur during puberty... They describe a range of health services, products and information that can be accessed to help meet health needs and concerns” (AusVELS, 2014, para 7).</p> <p><i>Learning Focus for Year 5 and 6 (Assessed by end of Year 6):</i> “Students discuss significant transitions between life stages, particularly the changes associated with puberty and the changing roles and responsibilities during these stages. They discuss reproductive systems, sexual development and sexual maturation. They consider the various ways that people view each other on the basis of characteristics such as gender, race and religion, as well as qualities such as needs, abilities and aspirations. They discuss the validity, advantages and disadvantages of such classifications” (AusVELS, 2014, para 7).</p>	<p>AusVELS (2014) clearly states what is to be explored and assessed in relation to puberty by the end of Year 6 (and is expected to be introduced in Year 5). Both the Standard and Learning Focus give clear expectations as to what puberty related topics are to be taught and the standard to be met.</p>

Appendix 5: An Overview of Puberty Focused Content Found in Tasmania

State/ Territory	Name of Curriculum, Framework and Authorities	Inclusion of Puberty Focused Topics for Upper Primary (Taken directly from each framework)	Nature of puberty focused content included
Tasmania (TAS)	<p>Curriculum: Health and Wellbeing (K-10)</p> <p>Framework: The Tasmanian Curriculum Framework (TCF) (n.d)</p> <p>Authorities: Tasmanian Qualifications Authority</p> <p>Department of Education Tasmania.</p>	<p>Year 5 and Year 6 (Standards 3-4, Stages 7-11)</p> <p><i>Standard 3 Performance Criteria (for Years 5 and 6):</i></p> <p>Stage 8, PC1 “Understand that factors such as gender influence how people grow and change” (TCF, n.d., p. 54).</p> <p>Stage 9, PC1 “Understand that people go through similar life stages and develop at different rates” (TCF, n.d., p. 54).</p> <p>Stage 8, PC5 “Identify some physical, social and emotional changes during human life” (TCF, n.d., p.55).</p> <p>Stage 9, PC5 “Describe how personal identity is influenced by growth and change” (TCF, n.d., p. 54).</p> <p><i>Standard 4 Performance Criteria (for Years 5 and 6):</i></p> <p>Stage 10, PC1 “Understand some physical changes associated with puberty” (TCF, n.d. p.70).</p> <p>Stage 11, PC1 “ Understand some physical, social and emotional changes associated with puberty” (TCF, n.d., p.70).</p>	<p>There are very specific puberty focused content for Years 5 and 6 in the TCF for Health and Wellbeing as shown in column two. Note the Health and Wellbeing Curriculum is the TAS form of HPE.</p> <p>Furthermore the puberty-focused content listed in column two are “performance criteria”, meaning they are “core assessable aspects of learning and identify the typical achievement expected by students at each standard” (TCF, n.d., p. 11).</p> <p>However the TCF states puberty is only a “suggested content focus” indicating it is left to the teachers’ digression whether or not puberty focused topics are covered (TCF, n.d., p. 12).</p>

Appendix 6: An Overview of Puberty Focused Content Found The Australian Capital Territory

State/ Territory	Name of Curriculum, Framework and Authorities	Inclusion of Puberty Focused Topics for Upper Primary (Taken directly from each framework)	Nature of puberty focused content included
Australian Capital Territory (ACT)	<p>Curriculum: Health and physical Education (Preschool – 10)</p> <p>Framework: Curriculum Framework for ACT Schools (CFACT) (n.d.)</p> <p>Authority: Education and Training Directorate</p>	<p><i>Essential Content (Years 3-5)</i> “14.LC.4 the physical changes related to puberty” (CFACT, n.d., p. 139).</p> <p>“14.LC.5 how physical growth follows a predictable sequence of changes, while the rate of change varies among individuals” (CFACT, n.d., p. 139).</p> <p><i>Markers of progress</i> “They identify body changes related to puberty....”(CFACT, n.d., p. 139).</p> <p><i>Essential Content (Year 6-8)</i> “14.EA.5 the physical, emotional and social changes related to puberty and the relationship between physical and emotional maturity” (CFACT, n.d., p. 140).</p> <p>“14.EA.6 managing the changes associated with puberty, including their sexual feelings and sexual health” (CFACT, n.d., p. 140).</p> <p><i>Markers of progress</i> “They understand that puberty is a time of change and they develop strategies to deal with sexual feelings and health” (CFACT, n.d., p. 141).</p>	<p>The Curriculum Framework for ACT Schools clearly outlines the puberty focused content to be explored and assessed from Years 3- 8 (CFACT, n.d.). However, it is introduced in stages (Years 3-5 and Years 6-8). So while specific puberty focused content is to be covered in Year 3-5, it is hard to know if the puberty focused content for Years 6-8 will be introduced in Year 6 or left until high school (year 7 and or 8).</p>

Appendix 7: An Overview of Puberty Focused Content Found in New South Wales

State/ Territory	Name of Curriculum, Framework and Authorities	Inclusion of Puberty Focused Topics for Upper Primary (Taken directly from each framework)	Nature of puberty focused content included
New South Wales (NSW)	<p>Curriculum: Personal Development, Health and Physical Education (PDHPE) (K-6)</p> <p>Framework: BOS NSW PDHPE Syllabus (2007)</p> <p>Authorities: Board of Studies NSW</p> <p>Department of Education and Communities</p>	<p><i>Stage 3 (Years 5/6) Foundation Statement:</i> “...Students... examine the physical, social and emotional changes that occur during puberty...” (BOS NSW, 2007, p. 15).</p> <p><i>Stage 3 (Years 5/6): Outcome:</i> “GDS3.9 Explains and demonstrates strategies for dealing with life changes” (BOS NSW, 2007, p. 29).</p> <p><i>Indicator:</i> “Devises strategies to cope with life changes, e.g. puberty, hanging friendships, commencing high school” (BOS NSW, 2007, p. 29).</p> <p><i>Overview of Content:</i> The overview of content states “puberty” and “menstruation” are expected to be taught by the end of Year 6 (BOS NSW, 2007, p. 29).</p>	<p>While the Foundation Statement clearly states students in Years 5/6 are to “examine the physical, social and emotional changes that occur during puberty...” (BOS NSW, 2007, p. 15), the only related outcome is not fully specific to puberty and its indicators only suggest a possibility to include puberty (it is not indicative of it being compulsory through the outcomes) (BOS NSW, 2007, p. 29).</p> <p>While the Overview of Content expects puberty and menstruation to be taught by the end of year six, it is not contained in any outcome. (BOS NSW, 2007, p. 29). Thus a strong inclusion of puberty-focused content is not included in outcomes of this framework for PDHPE in NSW schools.</p>

Appendix 8: An Overview of Puberty Focused Content Found in Queensland

State/ Territory	Name of Curriculum, Framework and Authorities	Inclusion of Puberty Focused Topics for Upper Primary (Taken directly from each framework)	Nature of puberty focused content included
Queensland (QLD)	<p>Curriculum: Health and Physical education (Years 1-9)</p> <p>Framework: Queensland Curriculum, Assessment and Reporting Framework (QCARF) (2007)</p> <p>Authorities: Queensland Studies Authority (QSA) (2007)</p> <p>Department of Education, Training and Employment, Queensland</p> <p>Catholic Education Commission</p> <p>Independent Schools Queensland</p>	<p>The word puberty is not in the QLD HPE Essential Learnings by the end of Year 5 in the QLD Curriculum, Assessment and Reporting Framework (QSA, 2007).</p> <p>The word puberty is mentioned once in the QLD HPE Essential Learnings by the end of Year 7 in Queensland, curriculum and assessment framework:</p> <p>“Food groups are rich in particular nutrients, and food intake can be adapted to meet changing needs during adolescence. E.g. puberty is a time of significant change when individuals have different energy and food needs through eating a balanced diet” (QSA, 2007, p. 2).</p>	<p>There is no direct reference to any compulsory content to be taught by the end of year 5 and 7 in relation to puberty. Puberty focused topics are not included, nor assessed in QLD.</p>

Appendix 9: An Overview of Puberty Focused Content Found in The Australian Curriculum: HPE (F-10)

State/ Territory	Curriculum, Framework and Authority	Inclusion of Puberty Focused Content for Upper Primary
All Australian States and Territories (upon endorsement)	<p>Curriculum: Australian Curriculum: Health and Physical Education (HPE) (F-10)</p> <p>Framework: The Australian Curriculum: HPE (F-10) is the framework</p> <p>Authority: ACARA</p>	<p>Year 5 and 6 Band Description: “...Students develop skills to...understand the physical and social changes that are occurring for them...” (ACARA, 2014b).</p> <p>A Year 5 and 6 Content Descriptor: ACPPS052: “ Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)” (ACARA, 2014b).</p> <p>ACPPS052 Elaborations: “- Understanding that individuals experience changes associated with puberty at different times, with differing levels of intensity and with different responses - Researching and identifying age-appropriate text and web-based resources to enhance understanding of changes associated with puberty - Examining the range of products available to manage the physical changes associated with puberty” (ACARA, 2014d).</p> <p>However, the Content elaborations are “...not intended to be comprehensive content points that all students need to be taught” (ACARA, HPE: Organisation 2014d).</p> <p>Year 5 and 6 Achievement Standard “By the end of Year 6, students investigate developmental changes and transitions...” (ACARA, 2014b).</p> <p>In addition choices whether to cover focus areas within the two-year band in the first or second year is the responsibility of teachers and schools (ACARA, 2014d).</p>

Appendix 10 – Reflective Journal Entry 29/08/14 14:34

Reflective Journal Entry 29/08/14 14:34

After realising the participants' personal and professional reactions are too difficult for me to distinguish between, I need to tighten my research question further. What I am really seeking to learn, know and react to is how the teachers respond to the puberty-focused content in their QLD faith-based school, using the AC: HPE (F-1). So due to the emergent nature of this qualitative (Creswell, 2013; Lichtman, 2013), I will change my research question to...

How are three upper primary teachers in one faith-based school in Queensland planning to teach the puberty-focused content from the Australian Curriculum: HPE (F-10)?

12/10/14 09:46 I now see the need to change my question again to :

How are three upper primary teachers in one faith-based school in Queensland responding to the proposed implementation of the puberty-focused content from the Australian Curriculum: HPE (F-10)?

This is because while I am seeking their plans, I am also seeking how they respond to the puberty focused content in the AC: HPE (F-10), which is to be implemented by Queensland schools from 2014 by 2016 (Queensland Curriculum and Assessment Authority, 2014). Since it is not endorsed by all Australian ministers, I need to say 'proposed implementation' as all Australian schools may not begin teaching it (particularly SA, WA, TAZ and NSW – as seen in the first literature review (ACARA, 2014e).

Appendix 11 The Research's Interview Guide (1 of 5)

Tia's Interview Guide

Pre-interview phase guide:

1. Be relaxed and greet participant using small talk to help make them comfortable (topics such as: about the drive there, the weather (Lichtman, 2013)
2. Select a quiet and comfortable interview setting (Lichtman, 2013) ideally within the teacher's own classroom.
3. Share a bit about myself and re-explain the purpose of the study then answer any questions the participant may have (Corbin & Morse, 2003). Ensure I share: my reason for being there, what will happen with the information collected, how I will treat the information and how long the interview will take (Lichtman, 2013).
4. Emphasise that everything the participant shares is fully confidential and their names / school identity will not be disclosed. (Check & Schutt, 2012)
5. Have the participant give written informed consent to participate (Lichtman, 2013; Corbin & Morse, 2003; Creswell, 2013; Check & Schutt, 2012)
6. Obtain written informed consent for the participant to be audio taped (Corbin & Morse, 2003) (Lichtman, 2013) and turn the device on as you ask the participant to **fill in** the background questions on the sheet provided (BQ - Background questions (Creswell, 2012)
 - What is your age? (BQ)
 - How long have you been teaching at this school? (BQ)
7. Remind the participant that they may withdraw at any time (Corbin & Morse, 2003).
8. Record the time I start on the interview guide (Lichtman, 2013). Ask the participant if they could share a little about themselves (Lichtman, 2013). If they respond by asking "What about myself?" say "Anything you would like to share" (Lichtman, 2013). These preliminaries are designed to help me make the participant feel comfortable sharing thoughts and details of their lives with me.

Interview guide (for the Tentative and Immersion Phases):

Questions	Type of question	Why
How long have you been teaching?	BQ – Background	This is a routine question about the participant's teaching

	question (Lichtman, 2013; Fraenkel, Wallen & Hyun, 2012)	background to help me understand their teaching experience
Why did you choose to become a teacher?	OQ - Opinion Question (Lichtman, 2013; Fraenkel, Wallen, & Hyun, 2012)	By asking about their reasons for becoming a teacher I am seeking their opinion and reflection. This question is to help discover the teacher's own reasons for becoming a teacher
Where have you taught?	BQ – Background question (Lichtman, 2013; Fraenkel, Wallen & Hyun, 2012)	This background question is asked to better understand where this teacher has taught, and what type of schools they have taught in
How do you think children learn?	OQ - Opinion Question (Lichtman, 2013; Fraenkel, Wallen, & Hyun, 2012)	I am seeking the teacher's own opinion and answers to this question may reveal their goals, values, attitudes and beliefs towards teaching (Lichtman, 2013).
How is professional development undertaken at this school?	KQ – Knowledge Question (Lichtman, 2013; Fraenkel, Wallen & Hyun, 2012)	I want to find out what this participant considers to be factual about their school's professional development program as it may help explain his /her approach to the new health curriculum
Have you had any discussion or preparation for the new curriculum documents?	KQ – Knowledge Question (Lichtman, 2013; Fraenkel, Wallen & Hyun, 2012)	I want to find out what this participant considers to be factual about their school's discussions/ preparations for the new curriculum to help me better understand his/her approach to teaching health
Where do you think health fits into the school curriculum? Any your classroom?	OQ – Opinion question (Lichtman, 2013; Fraenkel, Wallen & Hyun, 2012)	I seek his/her own opinion in their words as to where it fits in the school/ classroom as this will help me understand their own rationale for teaching the way they say they do/will
Where does the teaching of health and	OQ – Opinion question	By listening to the participant share their opinion as to where

puberty related topics fit into your teaching program?	(Lichtman, 2013; Fraenkel, Wallen & Hyun, 2012)	the matters of health and puberty related topics fit into their teaching program I am asking their own rationale/description. This will hopefully allow them to reflect and share their thoughts as to how much it is currently covered in their program.
How do the issues of health and puberty related topics fit with the faith-based School in which you work in?	OQ – Opinion question (Lichtman, 2013, Fraenkel, Wallen & Hyun, 2012)	To discover what they see as appropriate topics in regards to health and puberty in the Faith-based School system and how this could affect the way they teach health.
What are your colleagues viewpoints?	OQ – Opinion question (Lichtman, 2013; Fraenkel, Wallen & Hyun, 2012)	To discover what they think their colleagues think in relation to teaching health and puberty related topics in the faith-based school
A. Is there a current health program in this school that you teach from? B. If so, how would you describe it?	A)KQ- Knowledge question (Lichtman, 2013; Fraenkel, Wallen & Hyun, 2012) B) OQ - Opinion Question (Lichtman, 2013; Fraenkel, Wallen, & Hyun, 2012)	To discover their opinions about any current health program they use
Think back to your school days. Can you tell me about any health classes you may have had (in primary or high school?)	EQ – Experience Question (Lichtman, 2013; Fraenkel, Wallen & Hyun, 2012).	This question focuses on what the participant has experienced as a student in the past to help me understand their background and experiences with health class as a student
Take some time to tell me in your own words what your thoughts are about teaching puberty related topics in primary school.	OQ – Opinion Question (Lichtman, 2013; Fraenkel, Wallen & Hyun, 2012)	I am seeking their opinion about the current health program – this question prompts the participant to share their opinion in their own words. I seek to learn the teacher’s views as they unpack their own thoughts towards teaching puberty related topics in primary school.

Have there been any experiences in your teaching where students have come to you with questions about health, sexuality or changes they have been experiencing? How did you deal with them?	EQ – Experience question (Lichtman, 2013; Fraenkel, Wallen, Hyun, 2012)	This question prompts the participant to share possible past experiences and to reflect on the way they dealt with them. It helps me understand their experiences in relation to the topics of exploration.
Think back to your primary and high school years. If you could go back, is there a certain grade you believe health classes should start? Can you tell me more about your choice?	OQ – Opinion Question (Lichtman, 2013; Fraenkel, Wallen & Hyun, 2012) PQ – Probing question (Lichtman, 2013)	Although it is a closed question at first, I seek their reflection on their opinion when I use a follow up probing question. This strategy gives me an opportunity to find the underlying meaning of what's said.
Now in 2014, what grade do you feel health classes should begin teaching students about their developing bodies? Why do you feel that way?	FQ – Feelings Question (Lichtman, 2013; Fraenkel, Wallen & Hyun, 2012) PQ – Probing question (Lichtman, 2013)	Although it is a closed question at first, asking a feelings question followed by a probing question prompts the participant to share their feelings and meanings behind these feelings.

The phase of emergence shifting to a less emotional/sensitive nature to end this interview

Question	Type of Question	Why
Do you have anything you want to add that we have not talked about?	CQ – Closing question (Lichtman, 2013)	Lichtman (2013) suggests asking this question to explore any other topics on the participant's mind they wish to cover.
Then: Thank them for their participation and turn the	N/A – Unknown.	During the emergence phase the information discussed should shift to a less emotional/sensitive nature. Corbin & Morse (2003) suggest the participants may ask me questions

recording device off. Once again begin small talk to maintain rapport and ensure the participant is at ease before leaving the interview site (Corbin & Morse, 2003)		of my past and this provides a time of validation and further building of trust between us.
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Post interview

1. Record the finish time and label the recording, putting this information on the relevant interview guide form. File this paperwork appropriately and ensure this is locked in the supervisor's filing cabinet when not in use by the researcher.
2. As soon as possible, reflect and make memos/observations on what I have learnt from the interview in my journal (Lichtman, 2013).
3. Write an email to the participant thanking them for their participating in the study and explain that you may be in contact for further interviews in the near future.

Appendix 12 Reflective Journal Entry 11/5/14 07:33

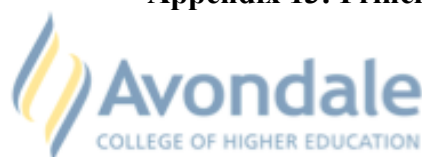
Reflective Journal Entry 11/5/14 07:33

On Friday I spent most of the day transcribing the second interview...I have around 6 more mins worth of data to go then the whole thing will be transcribed. Before I begin my analysis process, I will discuss with my supervisors ways to set it out and if I should continue using my data analysis table.

Whilst listening very carefully as I transcribe, I keep noticing her view on learning is focused on the view that children learn by osmosis. It seems all of her descriptions: her experiences as a five year old, her school experiences, her pracs and her current teaching all reflect a view that learning occurs when you are told. I believe I need to read into optimal learning – what learning really is – what effective teaching really is - according to the literature. I believe this teacher has a distorted view of what effective learning and teaching is. This is why I really need to read into the literature and discover more about this so I can turn my tacit knowledge – my hunches – into propositional knowledge.

Today I will continue to transcribe my first interview, and begin reading in the areas of authentic learning. I am excited to see where this journey will take me. I feel the more I interview these teachers, the more I am understanding how their view on teaching and learning seems to be based on their past experiences or hunches which in turn seems to affect their assumptions of planning and teaching for puberty focused topics in the classroom.

Appendix 13: Principal's Consent Form Proforma



Page 1 of 1

PRINCIPAL'S CONSENT FORM

"Comparing and contrasting three Stage 3 teachers' perceptions on planning to teach puberty-related topics for Stage 3, while implementing the Australian Health and Physical Education (HPE) Curriculum"

Researcher	Supervisor
Name: Mrs Tia-Nicole Hobson Phone: 04 2515 1821 Email: tia.nicole.harris@gmail.com	Name: Associate Professor Phil Fitzsimmons Phone: (02) 4980 2183 Email: phil.fitzsimmons@avondale.edu.au

I agree to allow three of my Stage 3 (Year 5/6) teachers to be invited to voluntarily participate in the above research project and I give my consent freely.

I have read and understand the information provided in the Information Statement.

I understand that the project will be conducted as described in the Information Statement, a copy of the letter, which I have been given to keep.

I understand that my teachers who participate can withdraw from the project at any time and do not have to give any reason for withdrawing. I, my teachers or my school will not be disadvantaged in anyway by one or both of the participating teachers withdrawing.

The procedures required for the project and the time involved have been explained to me. I have had the opportunity to ask questions and have had them answered to my satisfaction.

I consent to voluntarily:

- Allowing three of my Stage 3 teachers to be invited by the researcher to voluntarily participate in the above research project

I understand that my identifications details, my teacher's identification details and my school's identification details will remain confidential to the researcher and supervisor.

Print name _____ Signature _____ Date _____

Appendix 14: Teachers' Consent Form Proforma



Page 1 of 1

TEACHER'S CONSENT FORM

"Comparing and contrasting three Stage 3 teachers' perceptions on planning to teach puberty-related topics for Stage 3, while implementing the Australian Health and Physical Education (HPE) Curriculum"

Researcher

Name: Mrs Tia-Nicole Hobson
Phone: 04 2515 1821
Email: tia.nicole.hobson@gmail.com

Supervisor

Name: Associate Professor Phil Fitzsimmons
Phone: (02) 4980 2183
Email: phil.fitzsimmons@avondale.edu.au

I agree to participate in the above research project and I give my consent freely.

I have read and understand the information provided in the Information Statement.

I understand that the project will be conducted as described in the Information Statement, a copy of the letter, which I have been given to keep.

I understand I can withdraw from the project at any time and do not have to give any reason for withdrawing. I will not be disadvantaged in anyway by withdrawing, nor will my school.

The procedures required for the project and the time involved have been explained to me. I have had the opportunity to ask questions and have had them answered to my satisfaction.

I consent to voluntarily:

- Participating in 3 audio-recorded interviews in my classroom
- Allowing the researcher to take observational notes during each semi-structured interview I participate in

I understand that my identification details and my school's identification details will remain confidential to the researcher and supervisor.

Print name _____ Signature _____ Date _____

Teacher Contact Details

Please provide your contact details for the researcher to organise mutually convenient interview times.

Name: _____

Email Address: _____

Phone Number: _____

Appendix 15: Principal's Information Statement (1 of 3)



PRINCIPAL'S INFORMATION

“Comparing and contrasting three Stage 3 teachers’ perceptions on planning to teach puberty-related topics for Stage 3, while implementing the Australian Health and Physical Education (HPE) Curriculum”

Dear Principal,

The purpose of this letter is to request your consent to allow me to invite three of your Stage 3 (Year 5/6) teachers to voluntarily take part in a research project. The research project seeks to gain understanding of how three Stage 3 teachers plan to implement the Australian Health and Physical Education (HPE) Curriculum, and in particular teach puberty related topics to Year 5 students.

I, Mrs Tia-Nicole Hobson, am conducting this research project. I am a Primary Education Honours student in my 3rd Year at Avondale College of Higher Education. My research project is being supervised by Associate Professor Phil Fitzsimmons.

WHO IS BEING INVITED OR SELECTED TO PARTICIPATE?

All Stage 3 teachers who are teaching in this school are eligible to participate in this study. However, I am seeking at least one female Stage 3 teacher and one male Stage 3 teacher to participate.

WHAT DOES PARTICIPATION INVOLVE? HOW MUCH TIME WILL IT TAKE?

If you agree to allow three Stage 3 teachers to be invited to voluntarily participate, and they too voluntarily consent to participate, each participant will be asked to participate in 3 audio-recorded interviews that will take approximately one hour each. I, Tia-Nicole, will interview each participant in their own classroom. I will also record observational notes from each semi-structured interview. The first interviews will be scheduled at the earliest time of mutual convenience with each of the three Stage 3 teachers. The second and third interviews for each of the three Stage 3 teachers will take place later in the year.

POSSIBLE RISKS OR INCONVENIENCES

This research project has no perceived risks, ill effects or dangers to any social, emotional or physical harm. All aspects of the study including your teachers’ data will be stored securely and only accessed by the researcher and supervisor unless your teachers’ consent otherwise. The research requires that your three Stage 3 teachers, if they choose to participate, offer three one-hour periods of their time to be interviewed, when mutually convenient for each teacher and the researcher.

BENEFITS

We cannot and do not guarantee or promise you or any participants any individual benefits from

participating in this research. We do, however, hope this research will shed light on the way teachers plan to implement puberty-related topics in their classrooms while using the Australian HPE Curriculum.

CONFIDENTIALITY, ANONYMITY AND DISCLOSURE OF INFORMATION.

All names of people and all names of specific places will be removed from the data collected. Each teacher participating will be allocated a pseudonym, a different name in place of their name, to protect their

(2 of 3)

confidentiality and anonymity. Interviews will be audio recorded and each teacher's name, as well as the school's name or your name, will not appear in any written report. Any hard-copy data collected will be kept locked in a filing cabinet in the supervisor's office. Any data on a computer will be kept secure in the researcher's personal, password protected computer. At the end of the study all hard-copy data will be put in a locked filing cabinet in the supervisor's office. All electronic data will be placed on a USB and external backup hard-drive, and then placed in a locked filing cabinet in the supervisor's office. The originals will then be wiped from the researcher's computer. At the end of five years, after the conclusion of the research, all hard-copy data will be shredded and all electronic data will be destroyed. All aspects of the study including data will be stored securely and only accessed by the researcher and supervisor unless the participants consent otherwise.

USE OF INFORMATION COLLECTED

The information collected will be analysed and reported in a thesis and the results may be presented at conferences, in journal articles and or in book chapters. Confidentiality of your identity, the participants' identity and your school's identity will be assured. In any publication, information will be provided in such a way that you, your teachers and your school cannot be identified. Participants will be sent a summary of the final results.

FREEDOM OF CONSENT

Participation in this research is voluntary. Only people who give their informed consent will be included in this study. Even if your teachers agree to participate they may withdraw at anytime without giving a reason. If any of the three Year 5 teachers decide not to participate, or wish to withdraw from the project at anytime, you, your teachers or your school will not be disadvantaged. If any participating teachers choose to withdraw at any time during the research and if it is possible to retrieve, their data will be returned to them and will not be used in any publication. Refusal or withdrawing will not in any way affect your, your teachers' or your school's relationship with Avondale College of Higher Education.

FURTHER INFORMATION

If you would like further information, or have any questions, please contact the researcher or the supervisor using the details below:

Researcher

Name: Mrs Tia-Nicole Hobson
Phone: 04 2515 1621
Email:

Supervisor

Name: Associate Professor Phil Fitzsimmons
Phone: (02) 4980 2183
Email:

This research project has been approved by the Avondale College of Higher Education Human Research Ethics Committee (HREC). Avondale requires that all participants are informed that if they have any complaint concerning the manner in which a research project is conducted it may be given to the researcher, or if an independent person is preferred, to Avondale's HREC Secretary, Avondale College of Higher Education, PO Box 19, Cooranbong NSW 2265, or phone (02) 4980 2121 or fax (02) 4980 2117 or email: research.ethics@avondale.edu.au

Please read this information statement and be sure you understand its contents before you consent to allow three of your Stage 3 teachers to be invited to voluntarily participate. After you have read this information, Tia-Nicole will discuss it with you further or if there is anything you do not understand, or you have any questions, you can contact her or her supervisor using the contact details under the heading 'Further Information'.

If you agree to participate please sign the consent form, and post it to the researcher using the pre-addressed pre-paid envelope provided.

Thank you for considering this invitation.

Researcher

Mrs Tia-Nicole Hobson
Signature:

Supervisor

Associate Professor Phil Fitzsimmons
Signature:

Appendix 16 Teachers' Information Statement (1 of 3)

TEACHER'S INFORMATION

“Comparing and contrasting three Stage 3 teachers' perceptions on planning to teach puberty-related topics for Stage 3, while implementing the Australian Health and Physical Education (HPE) Curriculum”

Dear Year 5 or 6 Teacher,

The purpose of this letter is to request that you volunteer to take part in a research project that seeks to gain understanding of how three teachers would plan to teach puberty-related topics while implementing the new Australian Health and Physical Education (HPE) Curriculum.

You are being invited to voluntarily participate in a research project which I, Mrs Tia-Nicole Hobson, am conducting. I am a Primary Education Honours student in my 3rd year at Avondale College of Higher Education. My research project is being supervised by Associate Professor Phil Fitzsimmons.

WHO IS BEING INVITED OR SELECTED TO PARTICIPATE?

Stage 3 (Year 5 or 6) teachers who are teaching in this school are eligible to participate in this study. I am seeking three Stage 3 teachers, with at least one female and one male to participate.

WHAT DOES PARTICIPATION INVOLVE? HOW MUCH TIME WILL IT TAKE?

If you agree to participate you will be asked to participate in 3 audio-recorded interviews that will take approximately one hour each. If you agree to participate I, Tia-Nicole, will facilitate these interviews in your classroom. I will also record observational notes from each semi-structured interview. The first interview will be scheduled at the earliest time of mutual convenience. The second and third interviews will take place later in the year.

POSSIBLE RISKS OR INCONVENIENCES

This research project has no perceived risks, ill effects or dangers to any social, emotional or physical harm. All aspects of the study including your data will be stored securely and only accessed by the researcher and supervisor unless you consent otherwise. The research requires of you, if you choose to participate, three one-hour periods of your time to be interviewed.

BENEFITS

We cannot and do not guarantee or promise you any individual benefits from participating in this research. We do, however, hope this research will shed light on the way teachers plan to implement puberty-related topics in their classrooms while using the Australian HPE Curriculum.

CONFIDENTIALITY, ANONYMITY AND DISCLOSURE OF INFORMATION.

All names of people and all names of specific places will be removed from the data collected. You will be allocated a pseudonym, a different name in place of their name, to protect your confidentiality and anonymity.

Interviews will be audio-recorded and your name, the school's name or the principal's name

will not appear in any written report. Any hard-copy data collected will be kept locked in a filing cabinet in the supervisor's office. Any data on a computer will be kept secure in the researcher's personal, password protected computer. At the end of the study all hard-copy data will be put in a locked filing cabinet in the supervisor's office. All electronic data will be placed on a USB and external backup hard-drive, and then placed in a locked filing cabinet in the supervisor's office. The originals will then be wiped from the researcher's computer. At the end of five years, after the conclusion of the research, all hard-copy data will be shredded and all electronic data will be destroyed.

(2 of 2)

All aspects of the study including your data will be stored securely and only accessed by the researcher and supervisor unless you consent otherwise.

USE OF INFORMATION COLLECTED

The information collected will be analysed and reported in a thesis and the results may be presented at conferences, in journal articles and or in book chapters. Confidentiality of individual participants and your school will be assured. In any publication, information will be provided in such a way that you, your school and your principal cannot be identified. Participants will be sent a summary of the final results.

FREEDOM OF CONSENT

Participation in this research is voluntary. Only people who give their informed consent will be included in the study. Even if you agree to participate you may withdraw at anytime without giving a reason. If you decide not to participate, or wish to withdraw from the project at anytime, you, your principal or your school will not be disadvantaged. If you chose to withdraw at any time during the research and if it is possible to retrieve, your data will be returned to you and not used in any publication. Refusal or withdrawing will not in any way affect your, your principal's or your school's relationship with Avondale College of Higher Education.

FURTHER INFORMATION

If you would like further information, or have any questions, please contact the researcher or the supervisor using the details below:

Researcher Name: Mrs Tia-Nicole Hobson Phone: 04 2515 1621 Email:
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Supervisor Name: Associate Professor Phil Fitzsimmons Phone: (02) 4980 2183 Email:

This research project has been approved by the Avondale College of Higher Education Human Research Ethics Committee (HREC). Avondale requires that all participants are informed that if they have any complaint concerning the manner in which a research project is conducted it may be given to the researcher, or if an independent person is preferred, to Avondale's HREC Secretary, Avondale College of Higher Education, PO Box 19, Cooranbong NSW 2265, or phone (02) 4980 2121 or fax (02) 4980 2117 or email: research.ethics@avondale.edu.au

Please read this information statement and be sure you understand its contents before you consent to voluntarily participate. After you have read this information, Tia-Nicole will discuss it with you further or if there is anything you do not understand, or you have any questions, you can contact her or her supervisor using the contact details under the heading 'Further Information'.

Thank you for considering this invitation. **If you agree to participate please fill in the consent form, and post it to the researcher using the pre-addressed pre-paid envelope provided.**

Researcher

Name: Mrs Tia-Nicole Hobson
Phone: 04 2515 1621
Email:

Supervisor

Name: Associate Professor Phil Fitzsimmons
Phone: (02) 4980 2183
Email:

Appendix 17: Reflective Journal Entry 29/05/14 9:55

Reflective Journal Entry 29/05/14 9:55

During the second round of interviews I realised Mrs. Jackson was becoming more open, and entering into Corbin & Morse's (2003) phases of immersion much quicker and seemingly more comfortably than the first interview. My tacit hunches told me it was best not to question her in regards to how the teaching of Health fit with her faith-based school's policies and practices— (as I assumed – with no solid evidence - that she was not aware of these) so I avoided this question and continued questioning about her plans to teach puberty-focused content from the AC: HPE (F-10) to promote feelings of comfort during the interview. I know that I can avoid questions in my interview guide when I sense it to be necessary (Fraenkel, Wallen & Hyun, 2012), which is why I did so.

Appendix 18: Second Round of Interview Questions

In your experience how is professional development undertaken in the school?
How does the teaching of health fit with your Christian world view?
What is your understanding of authentic learning?
In your understanding, what is the role of reflecting in teaching?
How do you think your past, past schooling, training impacts your teaching?
How does your personal sense of self impact relate to your professional sense of self?
Have you had any discussion of professional development for the new curriculum documents?
What has been your perspective on these new national curriculum documents?
What has been the discussion amongst your peers relating to these documents?
Have you had any discussion with your colleagues on the new health curriculum?
What is your perspective on this document?
Describe what it is like planning and teaching from the new curriculum documents as opposed to the old ones (i.e English, geography)
Do you feel adequately prepared to use these documents?
The new Health Curriculum is available online but is not yet endorsed by all education ministers. I emailed you earlier explaining that I was looking into how teachers would plan to teacher the puberty related content descriptor in the new curriculum.
After having time to read over it and its elaborations, what were your immediate reactions?
How does the overall content and approach fit with your view of teaching as a whole?
And for health in particular?
Describe the ways you think you would implement this
What type of activities would will plan to fit with your view of health, and teaching?
How would this compare to the types of activities you use now?
What type of activities would you use for assessment?
How would this compare to the types of assessment you are using now for topics in health?
What does assessment look like in your current health program?
You spoke about the need to respect parents' choice in providing this and the need for parental permission during our last interview. Now that it is included in the content descriptors as compulsory content, how would you approach this?
You spoke about feeling comfortable teaching the girls. What would you do if you were asked to teach them both together?
How do the issues of health, sexuality and puberty fit with the Adventist school policies and practices in which you work in?
Compared to all the other subjects you teach in primary school, how importance would you say health is? Why?

Puberty can be seen by some as a sensitive topic. How would you approach the the teaching of puberty to promote a safe, supportive learning environment?

Appendix 19: Emerging Themes from Each Participant (1 of 3)

Mrs. Jackson (Organized Open Codes) (Bolded codes are experienced by the other two participants also)

Believing that teaching was the career God chose for her

Partial understand of authentic learning

No frequent, deep reflection on content and pedagogy with self or peers

Self-selected topics (chuck out what she didn't like) she 'took out content that [she] didn't like'

A belief that puberty education will be embarrassing for her students

Assuming that some students are not currently thinking about puberty

Assuming students don't want to investigate – they want to be told

Assuming authentic learning is relevant learning

Gender splitting is the best way to provide puberty education (preferable through a mother-daughter father-son evening taken by a nurse)

Fear in not knowing what or how much to say

An assumption that there will be parental rejection

Students are too young for puberty education until the end of year 6

A hunch that upper primary children already know what a period is

An assumption that there is no vital need to provide puberty education un upper primary before the AC comes in

A belief that one or two discussion/style lessons will suffice

Wants to plan a mother-daughter father-son evening taken by a doctor or a nurse

Resistance towards using the AC

Desire to avoid the critical inquiry approach of the AC

Unwilling/ unable to adopt the full content and teaching approaches of the AC

No choice in professional PD – no prior PD in health

Not knowing her students prior knowledge in Health

Mrs. Shine (Organized Open Codes) (Bolded codes are experienced by the other two participants also)

In a career she choice to help her become a missionary but ended up as a primary teacher

Partial understand of authentic learning

No frequent, deep reflection on content and pedagogy with self or peers

No experience teaching puberty education

Teaching from a ‘boring, basic booklet’

An assumption that authentic learning is if they actually learning something instead of it going in our ear and out the other

Believing her intuition as a woman lets her know when a student has their period

Assuming puberty education is just a like skill that does not need to be assessed

Puberty education might be best taught in Year 7 instead of year 6

Assuming parents should be teaching their children about puberty instead of teaching because they can be trusted and the child can be open

Gender splitting is the best way to provide puberty education

Puberty education is a sensitive topic and will be awkward for her students

Believing her Christian worldview fits with her teaching of health

Fear in not knowing what or how much to say

An assumption that there will be parental rejection

A hunch that upper primary children already know what a period is

An assumption that there is not vital need to provide puberty education in upper primary before the AC comes in

An assumption that “you can’t make that stuff interaction’

Resistance towards using the AC terminology

Desire to avoid the AC’s critical inquiry approach

Unwilling/ unable to adopt the full content and teaching approaches of the AC

No choice in PD, no prior PD in health

Not knowing her students prior knowledge in health

No thorough understanding how the teaching of health fits with the faith-based school policies and practices

Miss. Fry. (Organized Open Codes) (Bolded codes are experienced by the other two participants also)

In a career that was her 3rd option after not being accepted into the first two

In a specific faith-based school after she vowed and declared she wouldn't

A view that children are active participants of their own learning

A view that authentic learning is important but is 'really hard sometimes'

No frequent, deep reflection on content and pedagogy with self or peers

No experience teaching puberty education

Teaching 'airy-fairy' topics in health

Assuming Year 5 girls can manage their period at recess

Some parents will want to pull their child out and she will let them

Year five students are too immature for puberty education together

Year five children would snicker, laugh and influence each other if taught together (puberty education)

A belief that puberty education will be sensitive and awkward for her students

Knowing there are different options for assessment of this content descriptor

Being unable to choose PD when wanting to do a demo to teach a lesson on puberty

Without knowing how her Christian worldview fits with her teaching of health

Assuming a particular faith-based system is avoiding teaching puberty and sexual health

Assuming gender splitting is the best way to provide puberty education

Fear in not knowing what or how much to say

An assumption there will be parental rejection

A hunch that upper primary children already know what a period is

An assumption that there is not vital need to provide puberty education in upper primary before the AC comes in

A belief that one or two discussion style lessons will suffice

Desire to avoid the AC's critical inquiry approach to puberty education

Unwilling/unable to adopt the full content and teaching approaches of the AC

No choice in PD

No prior PD in Health

Not knowing her students prior knowledge in Health

No working understanding of how health fits with the faith-based school policies.

Appendix 20: Emergent Third Level Codes Showing Additional Loci to be Reviewed in the Literature

KEY: Highlighted Codes Indicate the five areas need reviewing in the literature (not previously reviewed in the initial literature review)

Seen in all three teachers	Just Mrs. Jackson	Just Mrs. Shine	Just Miss. Fry
<p>No frequent, deep reflection on content and pedagogy with self or peers</p> <p>Gender splitting is the best way to provide puberty education</p> <p>Fear in not knowing what or how much to say</p> <p>An tacit assumption that there will be parental rejection</p> <p>Students are too young for puberty education until the end of year 6</p> <p>A hunch that upper primary children already know what a period is</p> <p>An assumption that there is no vital need to provide puberty education un upper primary before the AC comes in</p> <p>A belief that one or two discussion/style lessons will suffice</p> <p>Desire to avoid the critical inquiry approach of the AC</p> <p>Unwilling/ unable to adopt the full content and teaching approaches of the AC</p> <p>No choice in professional PD – no prior PD in health</p> <p>Not knowing her students prior knowledge in Health</p>	<p>Believing that teaching was the career God chose for her</p> <p>Partial understand of authentic learning</p> <p>Self-selected topics (chuck out what she didn't like) she 'took out content that [she] didn't like'</p> <p>A belief that puberty education will be embarrassing for her students</p> <p>Assuming that some students are not currently thinking about puberty</p> <p>Assuming students don't want to investigate – they want to be told</p> <p>Assuming authentic learning is relevant learning</p> <p>Wants to plan a mother-daughter father-son evening taken by a doctor or a nurse</p> <p>Resistance towards using the AC</p>	<p>In a career she choice to help her become a missionary but ended up as a primary teacher</p> <p>Partial understand of authentic learning</p> <p>No experience teaching puberty education</p> <p>Teaching from a 'boring, basic booklet'</p> <p>An assumption that authentic learning is if they actually learning something instead of it going in our ear and out the other</p> <p>Believing her intuition as a woman lets her know when a student has their period</p> <p>Assuming puberty education is just a like skill that does not need to be assessed</p> <p>Puberty education might be best taught in Year 7 instead of year 6</p> <p>Assuming parents should be teaching their children about puberty instead of teaching because they can be trusted and the child can be open</p> <p>Puberty education is a sensitive topic and will be awkward for her students</p> <p>Believing her Christian worldview fits with her teaching of health</p> <p>An assumption that "you can't make that stuff interaction"</p> <p>Resistance towards using the AC terminology</p> <p>No thorough understanding how the teaching of health fits with the faith-based school policies and practices</p>	<p>In a career that was her 3rd option after not being accepted into the first two</p> <p>In a specific faith-based school after she vowed and declared she wouldn't</p> <p>A view that children are active participants of their own learning</p> <p>A view that authentic learning is important but is 'really hard sometimes'</p> <p>No experience teaching puberty education</p> <p>Teaching 'airy-fairy' topics in health</p> <p>Assuming Year 5 girls can manage their period at recess</p> <p>Some parents will want to pull their child out and she will let then</p> <p>Year five students are too immature for puberty education together</p> <p>Year five children would snicker, laugh and influence each other if taught together (puberty education)</p> <p>A belief that puberty education will be sensitive and awkward for her students</p> <p>Knowing there are different options for assessment of this content descriptor</p> <p>Being unable to choose PD when wanting to do a demo to teach a lesson on puberty</p> <p>Without knowing how her Christian worldview fits with her teaching of health</p> <p>Assuming a particular faith-based system is avoiding teaching puberty and sexual health</p> <p>No working understanding of how health fits with the faith-based school polices.</p>
<p>Note: The need to explore loci of the Australian Professional Standards for Teachers is seen in from all the codes above, they the APST are what all those teaching in Australia are required to meet (AISTL, 2012).</p>			

Appendix 21: Australian Professional Standards for Teachers (AISTL, 2012)

Professional Knowledge		Professional Practice			Professional Engagement	
Standard 1: Know students and how they learn	Standard 2: Know the content and how to teach it	Standard 3: Plan for and implement effective teaching and learning	Standard 4: Create and maintain supportive and safe learning environment	Standard 5: Assess, provide feedback and report on student learning	Standard 6: Engage in Professional Learning	Standard 7: Engage professionally with colleagues, parents/carers and the community
1.1 Physical social and intellectual development and characteristics of students	2.1 Content and teaching strategies of the teaching area	3.1 Establish challenging learning goals	4.1 Support student participation	5.1 Assess student learning	6.1 Identity and plan professional learning needs	7.1 Meet professional ethics and responsibilities
1.2 Understand how students learn	2.2 Content selection and organisation	3.2 Plan, structure and sequence learning programs	4.3 Manage classroom activities	5.2 Provide feedback to students on their learning	6.2 Engage in professional learning and improve practice	7.2 Comply with legislative, administrative and organizational requirements.
1.3 Students with diverse linguistic, cultural, religious and	2.3 Curriculum, assessment and reporting	3.3 Use teaching strategies	4.3 Manage challenging behaviour	5.3 Make consistent and comparable	6.3 Engage with colleagues and improve practice	7.3 Engage with the parents/carers

socioeconomic backgrounds				judgements		
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students	2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	3.4 Select and use resources	4.4 Maintain student safety	5.4 Interpret student data	6.4 Apply professional learning and improve student learning	7.4 Engage with professional networks and broader communities
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	2.5 Literacy and numeracy strategies	3.5 Use effective classroom communication	4.5 Use ICT safely, responsibility and ethically	5.5 Report on student achievement		
1.6 Strategies to support full participation of students with disability	2.6 Information and Communication Technology (ICT)	3.6 Evaluate and improve teaching programs				
		3.7 Engage parents/ parents in the educative process				